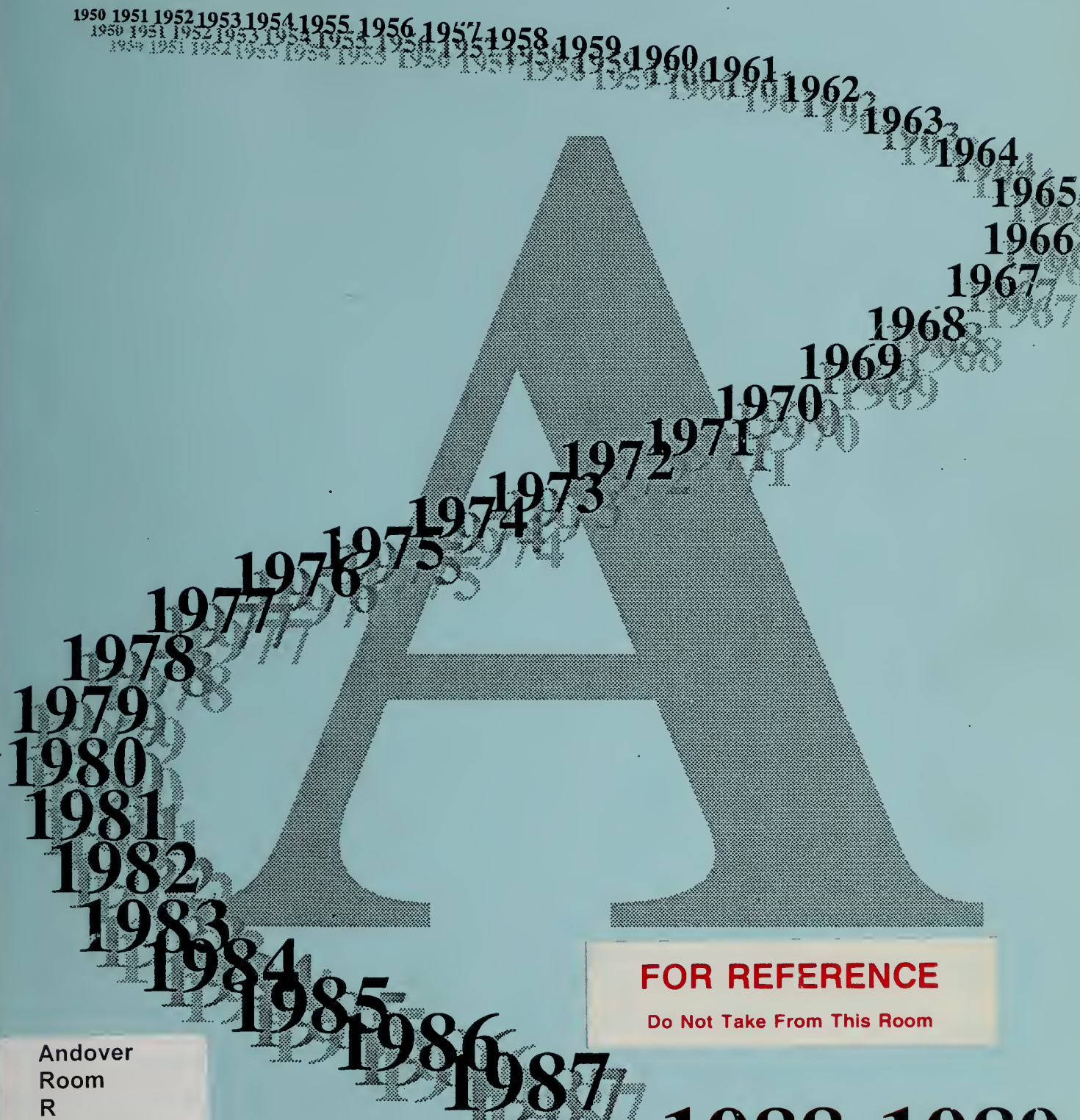


# ANNUAL REPORT

## ANDOVER PUBLIC SCHOOLS



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**ANDOVER PUBLIC SCHOOLS  
ANDOVER, MASSACHUSETTS**

**1988-1989  
ANNUAL SCHOOL REPORT**

**DR. KENNETH R. SEIFERT  
SUPERINTENDENT OF SCHOOLS**

**MARGO T. TILGHMAN  
CHAIRMAN  
ANDOVER SCHOOL COMMITTEE**



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# ANDOVER SCHOOL COMMITTEE

| <u>Member</u>  | <u>Elected</u> | <u>Term Expires</u> |
|--|----------------|---------------------|
| Margo T. Tilghman, Chairman<br>4 Lovejoy Road<br>Andover, MA 01810 | 1987           | 1990                |
| Michael A. Frishman<br>179 Shawsheen Road<br>Andover, MA 01810     | 1988           | 1991                |
| Richard E. Hubbell<br>74 Wild Rose Drive<br>Andover, MA 01810      | 1989           | 1992                |
| Susan T. Poore<br>85 Osgood Street<br>Andover, MA 01810            | 1982           | 1991                |
| Andres C. Salazar<br>58 Salem Street<br>Andover, MA 01810          | 1989           | 1992                |

## SCHOOL COMMITTEE MEETINGS

are held  
the first and third Tuesday of each month at 7:30 p.m.  
in the School Committee Conference Room  
school administration office building

## SUPERINTENDENT OF SCHOOLS

Dr. Kenneth R. Seifert

## ASSISTANT SUPERINTENDENTS

Dr. Lois Haslam, Curriculum and Instruction  
Francis L. Paul, Operations

## DIRECTOR OF PERSONNEL

Mary Kelvie Lyman

## TRUSTEES OF PUNCHARD FREE SCHOOL

Rev. James A. Diamond  
Rev. Frederic A. Pease, Jr.  
Rev. Graham N. Ward

Earl G. Efinger  
Robert A. Finlayson  
Joan M. Lewis  
John Petty

## SCHOOL PHYSICIAN

Dr. Grace Kim

138 Haverhill Street  
Andover, MA 01810

## SCHOOL CANCELLATION

In the event that circumstances require a decision to cancel or delay the opening of school for up to one hour, the Superintendent or his/her designee shall have the sole responsibility for such a decision. The conducting of extra-curricular activities in the event of school cancellation shall be decided by the Superintendent of Schools.

On days when school has been cancelled because of inclement weather, but extra-curricular activities are held, parents are urged to use their own judgment to decide about their child's participation in extra-curricular activities.

School cancellations are announced on Radio Stations WCCM, WLLH, WBZ, WEEI, and on WBZ Television.

## ENTRANCE REQUIREMENTS FOR STUDENTS

1. Children entering kindergarten must be five years old on or before September first of the current school year.
2. Children entering grade one must be six years old on or before September first of the current school year or have successfully completed the kindergarten grade.
3. A physical examination by a physician and a copy of the student's birth certificate are required of each student before admission to our schools.



OCT-1988

ANDOVER PUBLIC SCHOOLS  
STUDENT ENROLLMENT  
October 1988

| School      | E.C. | R  | K   | 1   | 2   | 3   | 4   | 5   | 6   | 7   | 8   | 9   | 10  | 11  | 12  | S.N. | Total |
|-------------|------|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|-------|
| BANCROFT    | 0    | 0  | 0   | 96  | 93  | 92  | 81  | 95  | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 4    | 461   |
| SANBORN     | 0    | 0  | 0   | 72  | 57  | 83  | 71  | 60  | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0    | 343   |
| SHAWSHEEN   | 12   | 36 | 369 | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0    | 417   |
| SOUTH       | 0    | 0  | 0   | 85  | 69  | 66  | 69  | 69  | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0    | 358   |
| WEST ELEM   | 0    | 0  | 0   | 142 | 121 | 139 | 151 | 133 | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0    | 686   |
| DOHERTY JR  | 0    | 0  | 0   | 0   | 0   | 0   | 0   | 0   | 148 | 172 | 185 | 0   | 0   | 0   | 0   | 0    | 505   |
| WEST JR.    | 0    | 0  | 0   | 0   | 0   | 0   | 0   | 0   | 210 | 191 | 168 | 0   | 0   | 0   | 0   | 11   | 580   |
| HIGH SCHOOL | 0    | 0  | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 307 | 301 | 327 | 352 | 8    | 1295  |

TOTALS

|    |    |     |     |     |     |     |     |     |     |     |     |     |     |     |    |      |
|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|------|
| 12 | 36 | 369 | 395 | 340 | 380 | 372 | 357 | 358 | 363 | 353 | 307 | 301 | 327 | 352 | 23 | 4645 |
|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|------|

ELEMENTARY TOTAL 2261  
SECONDARY TOTAL 2361  
SPECIAL ED TOTAL 23

4645

ANDOVER PUBLIC SCHOOLS  
ANDOVER, MASSACHUSETTS

BUDGET FY-89  
TOTAL SUMMARY

| ACCT. # | DESCRIPTION                   | EXPENDED<br>FY-85 | EXPENDED<br>FY-86 | EXPENDED<br>FY-87 | EST. EXPENDED<br>FY-88 | REQ. FY-89<br>BUDGET |
|---------|-------------------------------|-------------------|-------------------|-------------------|------------------------|----------------------|
| 1100    | School Committee              | 15,000            | 9,719             | 9,214             | 10,500                 | 11,440               |
| 1101    | Legal Services                | 16,688            | 16,455            | 25,465            | 25,550                 | 30,000               |
| 1200    | Superintendent's Office       | 88,577            | 95,636            | 101,636           | 108,284                | 114,679              |
| 1410    | Asst. Superintendent's Office | 101,531           | 131,108           | 143,292           | 147,290                | 159,860              |
| 1420    | Personnel                     | 59,630            | 50,260            | 118,951           | 119,481                | 148,802              |
| 1430    | Business Office               | 308,436           | 351,553           | 364,176           | 304,476                | 336,118              |
| 1440    | Salary Contingency            | -0-               | -0-               | -0-               | 3,816                  | 56,665               |
| 2100    | Supervisors                   | 221,942           | 265,668           | 250,721           | 269,120                | 338,960              |
| 2200    | Principals                    | 701,403           | 746,488           | 798,547           | 960,817                | 1,024,818            |
| 2300    | Teaching                      | 9,054,172         | 9,810,830         | 10,434,181        | 11,156,394             | 12,484,497           |
| 2400    | Textbooks                     | 71,414            | 77,749            | 134,539           | 38,622                 | 91,350               |
| 2500    | Library                       | 55,010            | 53,784            | 56,812            | 54,540                 | 57,625               |
| 2600    | Audio-Visual                  | 338,396           | 368,458           | 389,441           | 427,106                | 467,242              |
| 2700    | Guidance                      | 288,904           | 365,580           | 390,838           | 425,037                | 488,433              |
| 2800    | Evaluation                    | 112,262           | 125,946           | 151,338           | 171,625                | 183,698              |
| 2900    | Educational Television        | 17,942            | 27,927            | 25,314            | 31,596                 | 32,850               |
| 3200    | Health Services               | 120,943           | 126,197           | 141,453           | 150,900                | 161,051              |
| 3300    | Transportation                | 642,387           | 712,939           | 829,962           | 939,311                | 1,198,962            |
| 3510    | Athletics                     | 201,951           | 223,874           | 263,374           | 296,660                | 316,450              |
| 3520    | Student Activities            | 34,677            | 38,996            | 48,865            | 60,500                 | 56,200               |
| 4110    | Custodial Service             | 697,010           | 739,981           | 799,968           | 853,770                | 942,285              |
| 4120    | Heat (Oil)                    | 209,336           | 229,307           | 156,097           | 162,719                | 180,000              |
| 4130    | Utilities                     | 503,963           | 519,417           | 504,076           | 543,726                | 583,325              |
| 5200    | Fixed Charges                 | 364,592           | 372,067           | 464,529           | 534,220                | 29,000               |
| 7300    | Equipment                     | 83,712            | 95,214            | 58,044            | 59,509                 | 237,179              |
| 9000    | Programs Other Districts      | 360,462           | 450,964           | 477,970           | 516,400                | 654,900              |
|         | GRAND TOTAL                   | \$ 14,670,340     | \$ 16,006,117     | \$ 17,138,803     | \$ 18,371,969          | \$ 20,386,389        |

03/17/88

ANDOVER PUBLIC SCHOOLS  
ANDOVER, MASSACHUSETTS

1988-89 SCHOOL-YEAR CALENDAR

|           |    |           |  |
|-----------|----|-----------|--|
| September | 6  | Tuesday   | Teachers' Preparation Day                              |
| September | 7  | Wednesday | Teachers' Preparation Day                              |
| September | 8  | Thursday  | Opening Day of School Grades K-12                      |
| September | 15 | Thursday  | One-Half Inservice Day-students dismissed at noon      |
| October   | 10 | Monday    | NO SCHOOL-Observance of Columbus Day                   |
| November  | 8  | Tuesday   | NO SCHOOL-Full Inservice Day                           |
| November  | 11 | Friday    | NO SCHOOL-Observance of Veterans' Day                  |
| November  | 23 | Wednesday | Thanksgiving Recess begins at noon                     |
| November  | 28 | Monday    | Schools Reopen   |
| December  | 1  | Thursday  | One-Half Inservice Day-students dismissed at noon      |
| December  | 6  | Tuesday   | One-Half Inservice Day-students dismissed at noon      |
| December  | 23 | Friday    | Holiday recess begins at <u>end</u> of school day      |
| January   | 3  | Tuesday   | Schools Reopen   |
| January   | 11 | Wednesday | One-Half Inservice Day-students dismissed at noon      |
| January   | 16 | Monday    | NO SCHOOL-Observance of Martin L. King Day             |
| February  | 13 | Monday    | One-Half Inservice Day-students dismissed at noon      |
| February  | 17 | Friday    | Winter vacation begins at <u>end</u> of the school day |
| February  | 27 | Monday    | Schools Reopen   |
| March     | 24 | Friday    | NO SCHOOL-Good Friday                                  |
| March     | 27 | Monday    | One-Half Inservice Day - also Town Elections           |
| April     | 14 | Friday    | Spring vacation begins at <u>end</u> of the school day |
| April     | 24 | Monday    | Schools Reopen   |
| May       | 24 | Wednesday | One-Half Inservice Day-students dismissed at noon      |
| May       | 29 | Monday    | NO SCHOOL-Observance of Memorial Day                   |
| June      | 27 | Tuesday   | Last day of school for students                        |
| June      | 28 | Wednesday | Last day of school for teachers                        |

NOTE: Observance of Presidents' Birthday and Patriot's Day falls within the school vacation period.

This calendar includes 5 built-in snow days

Approved by the Andover School Committee, June 14, 1988



## REPORTS OF

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| Superintendent of Schools                          |             |
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| Assistant Superintendent of Schools for Curriculum |             |
| Dr. Lois Haslam .....                              | 9           |
| Assistant Superintendent of Schools for Operations |             |
| Mr. Francis L. Paul .....                          | 12          |
| Director of Town/School Personnel Department       |             |
| Mary Kelvie Lyman .....                            | 17          |





ANDOVER SCHOOL COMMITTEE  
Margo T. Tilghman, Chairman

Every individual and every system suffer losses. Ted Boudreau's death in 1989 leaves vacant a place in Andover and the Andover schools that will be a long time in the filling. He touched hundreds of people, young and old, whose lives are the better for it.

The 1988-89 school year also saw the "retirement" after a combined total of over 15 years on the School Committee of Don Robb and Dick Neal; they too will be missed, but they were replaced by two new members eager to serve education in Andover. Dr. Seifert announced his intention to leave the system in 1991 and thus set in motion yet another opportunity for challenge and renewal in our school system.

The schools began the second year of middle school, four-year high school configuration smoothly and with more middle school program in place. Specialist programs in the primary schools continued to benefit from regular dedicated space. Discussion and study of further reorganization at the primary levels continues. Town meeting approved construction of on-site additional space when crowding at the Shawsheen Early Childhood Center forced removal of SHED, the extended day program.

High School accreditation committees were established and the statement of a school philosophy, which drives the rest of the two-year process, was approved by the Committee in June. The computer program ended its second year on target and with reports of both expanding general use of computers in all areas in the schools and strong gains in computer literacy at all levels beginning with kindergarten.

The Committee received--and further commissioned--reports in the Plant Assessment Program established in the Master Plan. Professional architectural and engineering reports documented a substantial backlog of undone maintenance and began substantiating a need for additional classroom and core space for growing

population and changing educational program. Citizen task forces, first at the schoolhouse and then townwide, gave public substantiation to the commissioned reports. They also began setting some new educational goals and in a side report made strong comments about the need for a planned and rigorous maintenance program.

The Committee began its first significant review of the Collins Center since its opening in 1983 with an eye to responding to community desire to gain greater access to the facility.

Contract negotiations with all seven of the system's bargaining units at the end of the school year were still going on, having achieved levels of progress varying from a few tentative agreements to little progress. The schools were operating on a tighter budget than in the previous year but it was not until later in the summer that reduced money from the state forced budget cuts.

The Committee continued in its efforts to reach out to the community in its meetings and received regular reports from many groups in "our" community. The first year success of the high school Community Service Program far exceeded expectations. Partners-in-Pride effort was an exceptional success for the schools and the town's business community. Primary school students reported on and demonstrated special science projects, high school students participated in a successful appeal for permission to open a fully-chartered bank branch at their school, teachers and administrators presented various special AND regular programs. We, on the Committee, began to open each meeting with reports of notable achievements in the system--and there continues to always be plenty to report.

## SUPERINTENDENT OF SCHOOLS

Dr. Kenneth R. Seifert

The accomplishments of Andover students this year, my 20th as Superintendent of Schools in Andover, were outstanding. Students achieved in a wide variety of areas including academics, athletics, fine arts, and community service to mention just a few. For the 13th year, performance in standardized tests continued to be at the 95+ level when compared with similar socio-economic communities. I am proud of the students who were recognized nationally for their efforts.

1988-89 was a year of grade reorganization. Andover, the only system in the valley that still had junior high schools, moved to a K-5, 6-8, 9-12 system. This move had been awaited for the past 15 years. At last the population distribution enabled us to reorganize the system without building a new facility. The staff and students deserve a tremendous amount of credit for their preparation before the move, and the smooth transition to the new schools. Every school experienced a significant change in a manner that was exemplary.

The Andover School Committee moved into phase two of its Master Plan. The major emphases were staff development and school building needs assessment. The School Committee will present its comprehensive Capital Projects plan at the 1990 Town Meeting.

Phase II of the Computer Plan was implemented in 1988-89. Hands on experience for all students was achieved according to the plan. Next year, 1989-90, will be the last year of the special funding for this project. The Committee must decide what future steps are in the best interest of the students and the town.

In the fall of 1988, the High School began its preparation for accreditation. 1989-90 will be a year of self-evaluation with 1990-91 a time for the Visitation Committee to evaluate the school.

As we look to the future the town will be facing a number of financial constraints at a time when needs will increase. I believe the Town must come to grips with the fundamental question: "What kind of a town do the citizens want and are they willing to pay for it"? Tensions occur when resources diminish and yet demands and expectations increase. The administrators' lament is---organizations are expected to do more with fewer and fewer resources until they are expected to do everything with nothing. This may seem foolish on the surface, but I suggest the belief that organizations can always cut something can lull a community into balancing a budget without achieving its desired goals.

As I approach my 21st year in Andover, I am truly proud to be working with a competent, willing staff and a student body that is outstanding. I urge the School Committee to continue its productive planning and implementation plan and I exhort the community to continue its support of the School Committee's plan. I believe it is time for more citizens to become active in examining where we are and where we should be headed.



ASSISTANT SUPERINTENDENT FOR SUPERVISION AND CURRICULUM  
DR. LOIS HASLAM

The 1988-89 school year is destined to go down in Andover's educational historical annals as the **Year of Staff Development**. With a one-time budget windfall, a singularly uncommon happening in school systems across the land, Andover's staff and administration were able to turn their professional attention toward staff development activities designed to meet the system's broad goals: Grade Reorganization, Second Year Computer Plan, Curriculum Revision, Paideia, School Culture, and Mainstreaming.

The first stages of reorganizing the secondary schools into a 6-8, 9-12 configuration, a process expected to last from three to five years, consisted of developing a student handbook and the preparation of mutually agreed upon goals and interdisciplinary learning activities at both middle schools. At the high school, initial planning focused upon curriculum and student orientation and assimilation activities for the incoming ninth grade. Release days at the three sites were devoted to addressing the issues and problems relative to the reorganization. Staffs worked together on developing scheduling that was consistent with teaming and provided flexible academic time blocks. Study groups discussed the secondary parents report, refined and reviewed core curriculum and evaluation techniques. Learning teams prepared drafts of interdisciplinary units to be shared between the two middle schools. Consultants led a variety of inservice courses that were extremely well received, as was the New England Middle School Conference in April.

At the primary level, the Integrated Primary Task Force worked throughout the year with Dr. Barry Hertz, noted early childhood education expert, that culminated with a proposal for a 1989-90 planning year to develop a pilot integrated primary instructional unit at one of the elementary schools.

Summer workshops and inservice courses related to the computer plan were well attended by staff at all levels. Many courses were oversubscribed, resulting in additional offerings to accommodate the overflow and provide training opportunities for interested teacher assistants and associate teachers.

In summary, over two hundred participants engaged in computer related inservice programs. Workshops held throughout the year helped another seventy-five teachers learn how to fold technology into their instructional repertoires. Course titles included Appleworks, Advanced Appleworks, Macwrite Word Processing, Lego Logo, Logowriter, Evaluating Mathematics Software, Voyage of the Mimi, and Videodisc Technology.

Major curriculum revisions scheduled within the Master Plan took place in the content areas of Social Studies and Mathematics. Minor revision work was carried out in Foreign Language, Practical Arts, Fine Arts, and Health.

Drafts of the K-12 Math objectives reflected the latest research contained in a decade of study conducted by the National Council of Teachers of Mathematics. Follow-up inservice course work, year-long workshop schedules, and curriculum revision meetings resulted in further refinements and pilot projects. A number of Math teachers were released to attend sessions of the NCTM conference and share their collective information with each other, broadening the knowledge base of the latest findings, technology use, and evaluation measurements.

Inservice courses in Paideia and interactive student-teacher seminars around literature or works of art, K-12, increased the number of staff trained in this technique to an estimated seventy-five percent of staff. In this third year of implementation, individual schools reported being at, or exceeding, the goal of one seminar per month for every student,

with some exceptions. In addition, the High School devoted time to developing coaching as part of the Paideia curricular framework.

Mainstreaming, the focus of a full release day, provided a systemwide perspective on this major initiative and, additionally, promoted a common language and common understanding for all staff. A variety of mainstreaming models were established around the system in this first year of what is expected to be a seven to ten year implementation goal.

Pilot projects are defined as initiatives related to curriculum development, educational research, classroom management techniques, or instructional strategies. Pilot project proposals are submitted to the Assistant Superintendent and reviewed by the Planning and Implementation Committee for modifications and/or approval. Nine such projects and one school-based project were conducted across the system, each carried out with an evaluation plan. These results help considerably with decisions for future programs.

In June all schools collated the staff training of each staff member over the last three years in relation to system goals and school-based initiatives. The staff members and administrators of the Andover Schools, with limited exceptions, have taken advantage of the abundance of professional growth opportunities available to them. It appears that the long-range staff development plan is well on its way to providing the Andover School System with knowledgeable, skilled, and up-to-date practitioners. We are steadily becoming better prepared and better able to meet the challenge of providing education for our students suited to the Information Era. Andover's students, as well as other students throughout the world, must acquire the appropriate skills to cope with the twenty-first century as productive, responsible adults.



ASSISTANT SUPERINTENDENT  
FOR SCHOOL OPERATIONS  
FRANCIS L. PAUL

The fiscal year 1989 budget was closed out with expenditures of \$20,405,355.51 leaving an unexpended balance of zero.

FINANCE/ACCOUNTING

This includes payroll, accounts payable and financial reporting. The accounts payable group audited more than 12,000 invoices, resulting in the issuance of 3506 checks for materials received and services rendered.

Payroll processed 23,893 checks accommodating weekly payrolls of 250 employees and bi-weekly payrolls of 650 employees. We have also started to issue a special monthly payroll for work done in addition to the regular teaching schedule. In addition to the payroll, this group audits weekly labor transmittals; day to day changes in W4 forms, tax sheltered annuities, sick leave, vacation leave, credit union and substitute teachers.

PURCHASING/CONTRACTING

This group processed 4257 purchase orders which was up as compared to FY88. All codes are checked for available funds prior to processing, in addition to providing a vendor, material, and value analysis. Seventeen public bids were let for fiscal 1989. Purchases were also made against existing state contracts for such diverse items as physical education, media, science, plant, and copy supplies.

COPY CENTER

The copy center provides duplicating, binding, and stapling services for educational programs as well as administration at a large savings over print shop costs. Over 4,500,000 copies were made at an average cost of .0185 cents per copy. There was no increase in price in FY89 due to the purchase of two new machines that were less expensive to operate and only a minor increase in material cost from our suppliers.

ANDOVER PUBLIC SCHOOLS  
BUDGET SUMMARY FY89

| ACCOUNT | DESCRIPTION               | ORIGINAL BUDGET | EXPENDED*  | BALANCE   |
|---------|---------------------------|-----------------|------------|-----------|
| 1100    | School Committee          | 11,440          | 11,043     | 397       |
| 1101    | Legal Services            | 30,000          | 26,248     | 3752      |
| 1200    | Superintendent's Office   | 114,679         | 124,876    | (10,197)  |
| 1410    | Asst Superintendent's Off | 159,860         | 158,622    | 1,238     |
| 1420    | Personnel                 | 148,802         | 138,574    | 10,228    |
| 1430    | Business Office           | 164,198         | 180,192    | (15,994)  |
| 1431    | Computer Room             | 143,340         | 143,319    | 21        |
| 1432    | Copy Center               | 28,580          | 512        | 28,068    |
| 1440    | Contingency Account       | 56,665          | 5,500      | 51,165    |
| 2100    | Supervisors               | 338,960         | 330,698    | 8,262     |
| 2200    | Principals                | 1,024,818       | 1,026,459  | (1,641)   |
| 2300    | Teaching                  | 12,484,497      | 12,389,401 | 95,096    |
| 2400    | Textbooks                 | 91,350          | 167,714    | (76,364)  |
| 2500    | Library                   | 57,625          | 58,054     | (429)     |
| 2600    | Audio-Visual              | 467,242         | 461,419    | 5,823     |
| 2700    | Guidance                  | 480,433         | 487,772    | 661       |
| 2800    | Evaluation                | 183,698         | 203,861    | (20,163)  |
| 2900    | Educational Television    | 32,850          | 33,659     | (809)     |
| 3200    | Health Services           | 161,051         | 152,312    | 8,739     |
| 3300    | Transportation            | 1,198,962       | 1,206,326  | (7,364)   |
| 3510    | Athletics                 | 316,450         | 308,197    | 8,253     |
| 3520    | Student Body              | 56,200          | 50,863     | 5,337     |
| 4110    | Custodial Services        | 942,285         | 1,016,263  | (73,978)  |
| 4120    | Heat (Oil)                | 180,000         | 162,469    | 17,531    |
| 4130    | Utilities                 | 583,325         | 544,096    | 39,229    |
| 5200    | Fixed Charges             | 29,000          | 44,277     | (15,277)  |
| 7300    | Equipment                 | 237,179         | 356,177    | (118,998) |
| 9000    | Programs with Others      | 654,900         | 522,486    | 52,414    |
|         |                           | 20,386,389      | 20,386,389 | 0.00      |
|         | Copy Center Revenue       | 18,966          | 18,966     | 0.00      |
|         | Total Available Funds     | 20,405,355      | 20,405,355 | 0.00      |

\*Includes Carryover Funds



### FOOD SERVICES

The food lunch program operates as a self-sufficient entity, with no impact on the tax levy, relying solely on receipts from sales and state/federal reimbursements. In addition to catering dinners and banquets for various School/Town/Community functions, the Food Service Department fulfilled its designated mission as follows:

|                           |               |
|---------------------------|---------------|
| Student meals served      | 288,257       |
| Student meal price        | \$1.00        |
| Elderly meals served      | 17,982        |
| Elderly meal price        | \$.50         |
| Number of employees       | 49            |
| Gross revenues            | \$ 631,312    |
| Total expenditures        | \$ 683,088    |
| Decrease in federal funds | (\$12,948.27) |

The acquisition of a personal computer and software has enabled the food services office staff to computerize cash receipts, and expenditures, personnel records for the cafeteria staff and lunch application for free and reduced meals for qualified students. An inventory control system has been completed this year.

The Food Service group was also involved in a Summer Food Service Program.

### TRANSPORTATION

Transportation services were provided in accordance with Massachusetts General Laws, between residence and the school house to 4,282 students including 106 special needs students, 163 students attending St. Augustine's School, and 141 students attending Pike School. In addition to many small buses and vans utilized for transporting children with special needs, the School Department contracted for 22 school buses to service the elementary, secondary, and private school students, and 7 school buses to service students attending the Shawsheen Early Childhood Center.

|  |              |              |
|--|--------------|--------------|
| Cost Comparison:   | <u>FY-88</u> | <u>FY-89</u> |
| Salaries:  | \$ 18,724    | \$ 58,513*   |
| Expenses - Buses   |              |              |
| **Regular (Elementary/Secondary)   | 500,788      | 599,941      |
| Kindergarten (Shawsheen Early Childhood)   | 116,757      | 164,934      |
| Special Needs  | 290,852      | 368,202      |
| Other (Late Bus; Extra Mileage, Office Expenses, Crossing Guard Equipment, etc.) | 11,458       | 14,735       |

\*Includes Salaries for School Crossing Guards who were transferred from Police Department to School Department.

\*\*Includes co-mingled private school transportation.

Major cost increases were seen in FY-89 for regular (elementary/secondary), kindergarten and special needs transportation due to the awarding of new three year contracts. The new 1988 buses used for transporting elementary/secondary and kindergarten were equipped with new front crossing guard arm (first school system in this area to use) along with side stop arms, inside/outside speakers and two-way radio systems.

All vehicles carrying students for all school-related purposes travelled in excess of 450,000 miles. School buses (including vans and other small vehicles) were involved in seven accidents. Six accidents were minor with no personal injuries, property damage only, and one accident occurred involving minor injury to a student.

Although transportation expenses continue to rise, the cost/child per year is still below the state average costs due to the multiple trip system used for elementary/secondary routes.

#### COMPUTER CENTER

The computer center is in charge of the operation and maintenance of our data processing equipment, providing information services to administration in the area including but not limited to, all financial reports, payroll, accounts payable, grade reporting, registration, class scheduling,

attendance, etc. It is also the responsibility of the computer center to evaluate and re-evaluate the hardware, software and operations of the data processing center.

During the past year the computer center brought on-line the new transcript package for the high school. The transcript was designed by Ruby Easton and meets all the needs of the High School and Collegiate institutions. The automation S.A.T. scores was initiated and integrated with the transcript package. The S.A.T. scores are loaded from magnetic tape that is supplied by Princeton University Testing Center. The Transcript has been well received by colleges.

The computer center also developed a check reconciliation system, which will assist the Town and School departments in accurately maintaining bank accounts. The Bank of New England has assisted us in supplying magnetic tape which will completely automate the reconciliation system and relieve the Town from having to store canceled checks. Also in the area of payroll, the computer center is currently working towards automating the generation of deduction checks. This procedure is currently processed by hand and is very time consuming. The expected completion date is October 1, 1989.

This coming fiscal year is one that hints towards many changes. The Town and School are awaiting the arrival of new hardware to replace the existing VAX 11/750's. With the arrival of new hardware, the plan will be to move the existing MicroVax to the High School to give them better response time and on-line features.

#### PLANT SERVICES

Plant housekeeping/custodial services are ongoing operations. The 36 custodians, supervised by Mr. Lee Winchell, service 9 buildings encompassing nearly 800,000 square feet of space.

Updated cleaning schedules and training with new products and equipment have been the main theme this past year.

Installation of a personal computer with appropriate programs has greatly expanded our capability in such areas as inventory control and energy consumption analysis.

The Supervisor of Custodians also functions as the Designated Coordinator for removal of all asbestos in the school buildings. This program is proceeding on schedule and all custodians have attended the General Awareness Training Programs required by State and Federal mandate in accordance with AHERA.



## TOWN/SCHOOL PERSONNEL DEPARTMENT

MARY KELVIE LYMAN, DIRECTOR

This is the fourth annual report for the Personnel Department serving the Town and School Departments. The Department made strides in the following four areas of responsibility.

### Computerization

The office's efforts to computerize the personnel data base has resulted in more efficient information retrieval. The office maintains over 650 permanent employee records on the system. The computerization allows for more systematic analysis of personnel trends and allows individual schools to access appropriate personnel data as well.

### Communications

Once again efforts have been made to continue to foster communication between this office and the personnel of Andover Public Schools. The Employee Assistance Program Committee conducted a survey of employee interests and developed seminars accordingly. We expanded the number of topics for employee seminars and received a good response in increased attendance. The most successful topic was on "Planning Your Retirement." The series ran for 7 weeks and was attended by over 80 employees.

The office also serves as an information resource for health and life insurance questions and for contract questions. A good deal of effort is made to meet the needs of each employee in answering specific questions of personal concern.

### Financial Savings and Containment

Consistent with the national trend, Andover is continuing to battle the increased cost of health insurance. We continue to work closely with the Town's Finance Director and outside professional resources to offer the best benefits at the least cost. We are fortunate to be offering four comprehensive health plans at the lowest rates available.

### Human Resource Management

We continue to keep an active list of skilled Associate Teachers. We assisted the Associate Teachers in conducting in-house seminars on how to handle students in who may be in crisis. The seminar was well attended and received. The Town was fortunate to have been selected as one of six communities to receive a grant to provide occupational health services at the work site. We have worked closely with Stacey Minneman, R.N. to develop programs to reduce injuries and health problems with employees on and off the job. Ms Minneman is also working closely with the Employee Assistance Program's new coordinator, Leticia Sullivan, to provide a comprehensive benefits package.

It has been a year filled with positive trends towards improving the environment that Andover Public Schools provides its employees.



## SYSTEMWIDE DEPARTMENT REPORTS

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DEPARTMENT OF ATHLETICS  
JAMES R. HURLEY  
PROGRAM ADVISOR

The purpose of this report is to highlight the past year in Athletics from the Program Advisor's point of view. Having been appointed on November 1, 1988, I have been in the position for eight months. I feel the transition from Richard Bourdelais administration to mine has been a very good one and this was almost intirely due to Dick's help and cooporation along with Mrs. Hixon who is our mutual secretary. I would like to commend my staff (coaches, equipment personnel and all the support people) for their help and understanding during this period.

This was the first year of our four year high school transition and I feel it went smoothly. I feel some some of our young athletes did not try out for teams because they were afraid they might not make a particular team. I feel this can be aided by meeting with eighth graders on "move up day" and assure them that they will be given every opportunity to become a member of our teams if they try out.

The program saw the addition of boys volleyball as a full time sport. Eighty five boys tried out for this years varsity and J.V. teams. The varsity completed a very successful 10-10 season and was very competitive against much more seasoned teams.

This year also produced 12 varsity teams competing in state competition and the highlight was a state championship by our girls spring track team coached by Dick Collins. Our tennis teams continued their domination and were competing in the state tournament at press time.

The budget continued to be at a positive level allowing us to present a viable program and maintain adequate inventories. Two programs which I felt have taken major steps forward after lean years were our softball and hockey program. These programs were aided by the addition of our assistant coach assignments. The assistant coaches prove their value as was evident when coach Gerry Grasso was taken ill and the assistants stepped in and our indoor track team never missed a stride. I feel that assistants could be added in the future and would be of great value to our program in other sports where needed.

Another major area where much emphasis was placed was in our facilities. Our roof on Dunn gymnasium was a constant problem during 1988-89. The roofers were at the site as of June 7th. and assured me that work on the roof would be completed by August 15, 1989. The tennis courts which were taken out of use are scheduled to be fixed during the summer of 1989. Other new looks for 89-90 will include a new speaker system and a new and appropriate floor for our weight room.

In conclusion, my first eight months have been very interesting and extremely busy. I would recommend that the teaching part of this position be discontinued. It becomes very difficult to do the things necessary in both areas and be consistent, while trying to meet commitments here in Andover and at the league (M.V.C.) and State level.

## COMPUTER EDUCATION

Kenneth Kwajewski, Director

Phase II of the computer plan was successfully implemented this past year. Many exciting new programs were added throughout the system and goals initiated in year one of the plan were evaluated and improved. A computer advisory committee met monthly to help implement and evaluate our computer education goals.

Elementary goals for this past year included the expansion of keyboarding at the second grade, Logo programming at the fourth grade, and the use of telecommunications to participate in a "KID'S NETWORK" sponsored by National Geographic.

At the middle schools, a new multi-media mathematics and science program "THE VOYAGE OF THE MIMI" was introduced to all sixth grade students. Students and teachers were able to use computers, videotapes, videodisks, probeware, and textbook materials to learn about whales, sailing, and the ocean environment.

The addition of a new Macintosh lab at the high school helped many teachers explore new ways to integrate computer technology. Computers were used for word processing by both language arts and foreign language students. The journalism classes used software programs to generate issues of the school newspaper, "THE ROCK". The Fine Arts Department made wide use of the computer by using it as a tool to create art work and music. Art students used both the Macintosh and Apple IIgs systems to develop original pieces of work. Music students were able to compose, transpose, and print out original creations. Other highlights at the high school



included the introduction of an automated accounting program using IBM equipment, the use of videodisk materials using hypercard in the science department, and the use of an exciting problem-solving program, "Geometric Supposer" in the mathematics department. A new CAD/CAM computer lab was added in the industrial arts department so that students could learn the AutoCad software program to design various objects on the computer.

This past year over 200 teachers participated in inservice workshops to learn about computer technology. Courses were offered in Appleworks, Advanced Appleworks, Lego Logo, Logowriter, Videodisks, Bank Street Writer, Macwrite Word Processing, and the Evaluation of Educational Software. A major reason for the success of the computer plan has been the willingness of teachers to give up their time to learn how to use technology in their classrooms. Over 200 teachers took computers home this past summer to practice the skills that they acquired during the year.

In order to correctly plan for the future of technology in our schools, an evaluation was conducted of all existing computer education goals. This report evaluated all aspects of the computer education program including the attempts to infuse technology into the major curriculum areas. Instructional specialists and computer information department heads helped to gather the necessary data. The report was given to the administration this past July. Overall, the data indicated that all computer goals have been functioning effectively, but work still needs to be accomplished in order to integrate technology into the basic subjects. The report will be used by the advisory committee to help them develop a long-range plan for computer education.

Year three of the computer plan is presently underway. Goals for this year include expanding our keyboarding program to the third grade, using Logowriter at the fifth grade, increasing the use of "MIMI" materials at the sixth grade,

introducing Lego Logo at the seventh grade and expanding all programs at the high school. Approximately \$350,000. will be left to implement Phase III. Training and inservice courses have taken place this summer, and I am looking forward to another exiting year at our schools.

FINE ARTS DEPARTMENT

DIANA W. KOLBEN, PROGRAM ADVISOR

The school year 1988-89 was another active year for the visual and performing arts in the Andover Public Schools.

An Andover High School senior violist was chosen to play in the All-Eastern Orchestra at the Marriott Hotel in Boston for the Music Educators National Conference in March. This once-every-ten-years' conference was attended by several music staff.

Four high school students were chosen to participate in the All-State Concert performed in Andover at the Collins Center. Two hundred Andover families helped to house 473 high school musicians from all over the state for this concert.

Two high school juniors were chosen to participate in the second annual Art-All-State at the Worcester Art Museum.

For the third year, the Festival of Music was hosted in Andover. During these days in April, choral and instrumental ensembles from all over the country competed.

Ten students auditioned and were accepted to perform in junior district music ensembles. Nine students auditioned and were accepted to perform in senior district music ensembles.

These high school seniors received college offers after their performance of dramatic monologues at the Theatre festival last February.

The high school percussion ensemble received a gold medal at the state competition.

The Musical Theatre Club presented the musical Oklahoma at the Collins Center.

One hundred and seventy-five string players performed at the all-strings concert in May. This concert included all of the string students from beginners to advanced.

Andover's first All-Town Middle School Jazz Ensemble received a silver medal at the New England Association of Jazz Educators' Festival held in Foxboro this year.

March, Music and Art in Our Schools Month, was celebrated with an all-day Fine Arts Festival held on Saturday, March 11, from 10:00 a.m. until 3:00 p.m. Workshops and performances, as well as an art exhibit of all K-12 students, made the day memorable. This month also saw the traditional All-Bands Concert and school music tours by all-town student musicians. Also this month, students from Andover participated in two collaborative arts events with the towns of Methuen, Lawrence, Haverhill and North Andover. The first was an all-elementary chorus festival held in the Collins Center. Andover's All-Town Elementary Chorus sang several solo selections and joined all of the other choruses for four songs.

The second was a collaborative art exhibit in which seven high school art students participated. The students received certificates and the department received an official citation from the State Senate and a certificate from the Mayor of Haverhill.

Our middle schools and high school art students received four gold keys and two blue ribbons in the Boston Globe Scholastic Art Awards.



Early childhood art students participated in Crayola's first "Dream Maker's Exhibit." Four students received plaques for their outstanding work. These plaques contained not only the names of the artist and the year, but also a miniature version of their work captured in lucite.

There were several collaborative art processes with Andover students and Andover's senior citizens.

In addition to art exhibits in the senior citizens center and the administrative offices, student art work could be found at the Andover Post Office, the High School cafeteria, the Collins Center, Gutman Library at Harvard University, the Andover Historical Society, and DeMoulas Markets.

This was the year for the Fine Arts Department to update its curricula. Inservice days produced a K-12 scope and sequence, competency revision and implementation in art and music grades five and eight, revisions in the instrumental elementary, curriculum and revisions in the middle and high school art curricula. Substantial three dimensional components were added to all appropriate art curricula K-12.

We are currently working on expanding the use of computer technology in high school art courses in conjunction with Massachusetts College of Art.

Elementary music classes will be adding sequential rhythmic and tonal drills in the first ten minutes of every music class which will help students to metacognate in music. Students will begin to hear in their heads what they see on the page.



Classroom space for art and music K-8 was good this year due to the grade reorganization. Space at the high school, however, was somewhat cramped.

We have been working all year on repairing the kilns for final inspection. We seem to be closer than ever with only two of the seven left to be repaired. This process has taken eight years. Maybe 1989-90 will be our "kiln year."

1988-89 Health Education  
Annual Report

Brenda O'Brien  
Health Education Resource Teacher

The possession of basic knowledge about health is essential if individuals are to make informed choices that will affect their well being and productivity for a lifetime. There is increasing recognition that one can choose the kind of health one will have by the habits and behavior one chooses. Good health habits and behavior can be taught and learned provided education starts in early childhood when skills and attitudes are formulated. Schools offer an ideal setting to establish positive health habits and to lay the foundation for a healthy adulthood. In addition, healthy children perform better academically and socially in school. Students' educational achievement can be improved by programs that favorably influence eating habits, promote fitness, and counteract drug abuse and stress-related behaviors.

The issue for schools has been to examine the best methods for communicating information so that knowledge can be imparted and application take place. Students in modern health programs do not learn facts alone. They also are involved in learning critical thinking skills, problem solving, decision making, and in assuming personal responsibility for their own behaviors. Health education in schools looks beyond the school years, offering concepts and insights for avoiding and mitigating the risks of many adulthood conditions. Comprehensive health education/promotion contains the following curricular topics.

|                           |                       |
|---------------------------|-----------------------|
| Personal Health           | Consumer Health       |
| Mental & Emotional Health | Environmental Health  |
| Disease Prevention        | Safety                |
| Nutrition                 | Family Life Education |
| Substance Use & Abuse     | Community Health      |

Andover's Health Education Program incorporates these topic and skill development areas. Because of the changing patterns of attitudes and behaviors as students move from elementary through

middle school to high school, there are different areas of emphasis at particular grade levels. Andover's Health Education /health promotion program communicates the concept of wellness to students-emphasizing self responsibility and positive lifestyle behaviors.

Key elements of Andover's Health Promotion program include:

Comprehensive, Sequential instruction in grades K-9, 11/12; a model Student Assistance Program; an Employees Assistance Program; A Community Advisory (A.S.K.) Committee, and integration of diverse community resource professionals and instructional materials.

Following extensive evaluation, PROJECT CHARLIE (Andover's core health education curricula for grades K-5) was revised to enhance content, methods and available resource materials. System wide staff training was provided for each grade October 24th. to introduce the revised curriculum . PROJECT CHARLIE Building Liaisons were newly established in each school to facilitate curriculum implementation, parent volunteer training, resource materials distribution, community awareness events and program evaluation. Funding for the positions and adjunct resource materials was made possible by the Governor's Alliance For Drug Free Schools Grant.

Two Community wide events augmented implementation of the revised curriculum. On October 20th. WBC's DRUG BUSTERS Program with Tom Bergeron and the Puppetrio presented a drug abuse awareness message to an audience of over 1,300 students and their parents. The evenings' success was repeated February 3rd. at the "Who's Charlie Anyway?" night. The program included a pizza supper and informational games and displays created by secondary students from the Community ASK Team, SADD and Kids for Kids program. The evening culminated with a short film and magic show supporting a substance abuse prevention message. Winners of the "Who's Charlie Anyway" Logo contest were presented by McGruff "the crime fighting dog".

The first summer workshop for secondary health educators enabled extensive revision of the grade 6-12 scope & sequence, and curricula. A new 9th. grade curriculum was written and implemented, and a new textbook Health A Wellness Approach was adopted in grade 11.

Extensive staff development training in prevention techniques was realized by a grant award from the Northeast Regional Department of Education for Drug Free Schools. Administrators from the three secondary schools attended a leadership workshop in September, followed in October by Super Team Training of ten staff representatives from the two middle schools in Newport, R.I. Each team returned to Andover with an action plan individualized to their school needs regarding prevention education. Twenty additional representatives from the faculty and community were selected to attend a weekend of "Expansion Team Training" January 5 in Marlboro, MA. The work of these teams enabled development of an Advisor Advisee Program, Middle School Peer Counseling Project, and printing of a Youth Service Directory for the community.

The secondary health staff utilized the three strand inservice day workshops to plan "Fatal Attractions - Vital Decisions" - A health fair comprised of 36 learning stations. Community wide health professionals and agencies were invited to create interactive learning centers dealing with major health issues. Topics included teen suicide prevention, AIDS awareness, stress management, safety, cholesterol, sports injury and blood pressure screening, etc.

The success of the secondary health fair has spurred the goal to establish wellness promotion fairs in each elementary school. Learning Ctr. will be created and facilitated by secondary students on the topics of fitness, nutrition, safety, substance abuse prevention, etc.

Renewed funding from the Department of Social Services Public Private Partnership Grant enabled continuance of our Student Assistance/ASK Team program and the Drug and Alcohol Program coordinator/counselor position. The Community ASK Team comprised of faculty, secondary students, clergy, law enforcement, health professionals and PTO representatives from each school serves in a planning and advocacy capacity for the Student Assistance Program. The Community Team was responsible for special program events including Comedy Night, Chateau Rosé and Club Soda. Profits from the student events enabled the award of two senior scholarships.



Andover's Department of Health Education continues to coordinate health instruction, support services, and community resources towards the ultimate goal of wellness promotion for students, staff and their families.



## MEDIA CENTERS

ANNETTA R. FREEDMAN, PROGRAM ADVISOR

With the school reorganization, the framework of the programs in the media libraries took shape reflecting the goals of two middle schools and a four-year high school. The immediate challenge in September was orienting to the Media Centers two-thirds of the middle schools' populations and one-half of the high school population. This was carried out successfully and the new students quickly became users of the many resources available to them.

The middle schools and high school Media Centers are open from 7:30 a.m. to 3:00 p.m. daily. Students may use the facilities all through the day and are encouraged to utilize before and after school time.

The elementary Media Centers are open from 8:45 a.m. to 3:15 p.m. We encourage parents to borrow books for home use with their children. You are welcome to use the resources.

There is a fine professional collection of books and professional periodicals in the Research and Development Center at the Central Administration Building. Any town resident may use and/or borrow materials.

This is the second year of flexible scheduling at the elementary schools and it has proven beneficial to students, teachers, and media librarians. Information skills are being taught, classes in literature enrichment are variable, teacher's requests for specific time and projects are being met, and professional projects are being accomplished by the media librarians.

The media librarians have supported the programs of authors who were brought to the various schools by the P.T.O. and the School Improvement funds. Books written and/or illustrated by the guests were made available well in advance of the visits so that the children were familiar with their works.

The media centers and librarians were very active in some of the highpoints in the elementary schools. At Bancroft, one of the professional projects was the compilation of bibliographies--such as an annotated gift book list requested by the PTO; updating of the reading lists for grades 4 and 5, to reflect new titles; updating of the Native American Bibliography to reflect folklore about the "spacious skies" enrichment theme; lists of specific kinds of books, such as mystery and fantasy for primary grades, and a special collection of stories about toys.

At Sanborn, two major themes were selected that the entire school would enjoy studying. They were the elections and oceanography. Both areas provided much to learn about and enjoy and the Media Center played a very important role in the collection, selection, circulation and coordination of materials for these two major themes. All areas of the curriculum were involved including music, literature, art projects, poetry as well as science and social studies.

At South, the media librarian led monthly Paideia seminars. She also participated in the seminar that was held in conjunction with "Partners in Pride Expo" to which the public was invited.

At West Elementary, displays were developed for special building-wide themes including "Space Program," Computers in Education Month, Women in History Month, Black History Month, Marguerite Henry, and Arbor Day. In addition to the displays, materials at all levels were made available.

At the Early Childhood Center at Shawsheen, the media librarian has been an active participant in all activities.

An inservice class "Children's Literature for Classroom Use K-2" was taught by Dorie Bicknell, ECC, and Mary Cassidy, South. There were eighteen teachers in the class who were introduced to a large selection of new and classic titles to use across the curriculum.

Mary Ellen Smith, Bancroft, served as a representative of the Media Services on the Superintendent's Planning and Implementation Committee and reported in writing or at staff meetings to the Media department.

Circulation at all levels and schools has increased. We, in conjunction with the teachers, have promoted reading projects which have had an impact on the students' interest in books. In addition to materials (reference books, periodicals, microfiche, other non-print items) used in the Media Centers during the school hours, 229,734 books were signed out for use at home.

As library media specialists, we are well aware that we must equip our students to live in the "information age." Plans are being made to have the Grolier Academic Electronic Encyclopedia on CD-ROM (Compact Disk-Read Only Memory) at the two middle schools in September. Students will be instructed in the use of this tool. A modem will be installed and students and teachers will have the opportunity to use on-line databases.

At Andover High School, the students and teachers are able to search the Memorial Hall collection on computer. Other databases which are used are Dialogue and Dow-Jones. Two proposals were made possible by Chapter 188 funding. The one for the Readers' Guide to Periodical Literature on CD-ROM was put in place in January. The other project is to start to automate the high school collection and a circulation program. This has been researched carefully to determine which is best for AHS and will be started in September.

As the new decade begins, the importance of reading has not changed. Methods of instruction have altered somewhat and technology has increased astronomically.



Physical Education Annual Report  
1988-89

Richard J. Bourdelais  
Program Advisor

The physical education program of 1988-89 reflects a continuum of K-12 activities emphasizing both health related and skill related physical fitness. The program of activities is designed to address the areas of basic fitness, acquisition and improvement of motor skills, and the acquisition of knowledge to provide a foundation for life long physical wellness.

The selection of specific activities are selected on the basis of inherent motor skills consistent with the objectives of the grade level and consideration of future available opportunities for students to participate in.

The transition to the new system grade reorganization received attention throughout the year, particularly at the middle and high school levels. Recent curriculum revisions have established the programs for 1989-90. These revisions will be evaluated by the staff at the end of the next school year.

A new test, "The President's Challenge" replacing the AAHPER Test was administered to students in grades three through twelve. The basic difference between these two tests includes that all ages are tested in the one mile walk/run, pull ups for girls and a flexibility test for boys.

Andover continues to score above the national average, however, a drop in percentile achievement as compared to previous scores is reflected as a result of the new test items. An assessment of the continued use of this instrument will be conducted throughout the 1989-90 school year. (Results of this years testing can be found at the end of this report).

Emphasis in the program continues to focus on cardiovascular fitness for all levels, upper body strength for girls and flexibility in boys.

Elementary students received 90 minutes of physical education per week, most middle school students received double periods of physical education during the six day cycle and most high school students received 110 minutes per week with one of the meetings being a 70 minute period.

Curriculum revision plans for the high school includes a two level program. With the addition of the 9th. grade, the program structure will be a two year curriculum plan for each level. Grades 9 & 10 will be combined for one level and grades 11 & 12 combined as a level.

The need to provide high school students an opportunity to select their course of study continues to be addressed by the staff.

Many staff participated in activities outside the classroom. A sample of these includes Greater Lawrence Educational Collaborative sponsored activities, Easter Seal Shoot-A-Thon, Jump Rope for Heart, a Square Dance Night. Early Childhood demonstrations before and after school play and instructional activities.

The Adaptive Physical Education program continues to service approximately 225 students. This program provides services for students in substantially separate classrooms, students as determined by screening in the regular program who are in need of perceptual motor training, physical fitness training or therapeutic exercise.

There are two adaptive physical education teachers for the system, both of these teachers serve as system coaches for the Special Olympics as well as expending many non school hours and weekends accompanying their students to activities.

The Swim Program for fourteen students with special needs was conducted at the Boys' Club in Lawrence. This program meets approximately once per week during October through December and February through April. Emphasis in this program is therapeutic. Some water safe development through a non threatening environment allowing students to reach their potential in aquatic skills.

The staff looks forward to implementing recent curriculum revisions and to continued development of the program.

ANDOVER PUBLIC SCHOOLS  
Physical Education Department

Find below the overall average percentile  
for the 1988-89 school year.  
Presidents Fitness Award Program "President's  
Challenge"

| <u>Age</u> | <u>Boys</u>      | <u>Girls</u>     |
|------------|------------------|------------------|
| 9          | 65th. percentile | 69th. percentile |
| 10         | 61               | 68               |
| 11         | 60               | 72               |
| 12         | 64               | 70               |
| 13         | 66               | 69               |
| 14         | 61               | 67               |
| 15         | 63               | 69               |
| 16         | 57               | 67               |
| 17         | 61               | 67               |

BOYS

PAGE

| Test Item           | 9      |      | 10     |      | 11     |      | 12     |      | 13     |      | 14     |      | 15     |      | 16     |      | 17     |      |
|---------------------|--------|------|--------|------|--------|------|--------|------|--------|------|--------|------|--------|------|--------|------|--------|------|
|                     | %-tile | Raw  | %-tile | Raw  | %-tile | Raw  | %-tile | Raw  | %-tile | Raw  | %-tile | Raw  | %-tile | Raw  | %-tile | Raw  | %-tile | Raw  |
| Curl Ups            | 56     | 33   | 55     | 36   | 55     | 38   | 64     | 44   | 65     | 46   | 63     | 49   | 71     | 41   | 72     | 50   | 70     | 50   |
| Shuttle Run         | 79     | 11.0 | 71     | 10.8 | 69     | 10.5 | 74     | 10.0 | 74     | 9.8  | 62     | 9.7  | 55     | 9.5  | 55     | 9.3  | 63     | 9.2  |
| V-Sit Reach         | 60     | 1.0  | 56     | 1.0  | 50     | 1.0  | 56     | 1.0  | 70     | 2.0  | 66     | 2.5  | 62     | 3.0  | 52     | 3.0  | 55     | 3.5  |
| Mile                | 71     | 9.12 | 69     | 8.37 | 69     | 8.14 | 65     | 8.05 | 62     | 7.41 | 56     | 7.29 | 63     | 7.29 | 51     | 7.10 | 59     | 6.50 |
| 300 (3rd. gr. only) | 38     |      |        |      |        |      |        |      |        |      |        |      |        |      |        |      |        |      |
| Pull Ups            | 58     | 3    | 56     | 2    | 57     | 2    | 59     | 3    | 61     | 4    | 59     | 6    | 62     | 7    | 56     | 7    | 58     | 8    |
| Overall Average     | 65%    |      | 61%    |      | 60%    |      | 64%    |      | 66%    |      | 61%    |      | 63%    |      | 57%    |      | 61%    |      |



National Average =  
50th. percentile

ANDOVER PUBLIC SCHOOLS  
Physical Education Department

Test = Presidents Fitness Award  
Program "President's Challenge"

1988-89 Physical Fitness Testing - Summary of Test Results Andover Average Percentiles

GIRLS

AGE

| Test Item              | 9      |       | 10     |      | 11     |      | 12     |      | 13     |      | 14     |      | 15     |      | 16     |      | 17     |      |
|------------------------|--------|-------|--------|------|--------|------|--------|------|--------|------|--------|------|--------|------|--------|------|--------|------|
|                        | %-tile | Raw   | %-tile | Raw  | %-tile | Raw  | %-tile | Raw  | %-tile | Raw  | %-tile | Raw  | %-tile | Raw  | %-tile | Raw  | %-tile | Raw  |
| Curl Ups               | 61     | 32    | 61     | 32   | 68     | 37   | 71     | 40   | 61     | 40   | 64     | 41   | 71     | 51   | 72     | 40   | 73     | 40   |
| Shuttle Run            | 75     | 11.5  | 77     | 11.3 | 73     | 11.0 | 73     | 10.8 | 73     | 10.6 | 69     | 10.6 | 58     | 10.7 | 62     | 10.7 | 60     | 10.7 |
| V-Sit Reach            | 67     | 3.5   | 63     | 3.5  | 69     | 5.0  | 66     | 5.0  | 76     | 6.0  | 73     | 6.5  | 72     | 6.5  | 61     | 6.0  | 69     | 6.0  |
| Mile                   | 69     | 10.45 | 73     | 10.9 | 79     | 9.22 | 68     | 9.36 | 64     | 9.30 | 60     | 9.27 | 68     | 8.55 | 65     | 9.25 | 61     | 9.51 |
| 300<br>(3rd. gr. only) | 47     |       |        |      |        |      |        |      |        |      |        |      |        |      |        |      |        |      |
| Pull Ups               | 75     | 1     | 66     | 1    | 70     | 1    | 73     | 1    | 72     | 0    | 71     | 1    | 75     | 1    | 73     | 1    | 73     | 1    |
| Overall                | 69%    |       | 68%    |      | 72%    |      | 70%    |      | 69%    |      | 67%    |      | 69%    |      | 67%    |      | 67%    |      |



Pupil Personnel and Health Services  
Annual Report  
Mary French, Pupil Personnel Administrator

Pupil Personnel is primarily composed of a comprehensive network of services designed to help special needs children achieve their educational potential. Housed also in this department are Health Services and the English as a Second Language Program.

Special Needs Services:

During this past year, 681 students benefited from special needs services and programs offered within the Andover Schools. These range from specialized classrooms designed to deliver intensive academic instruction to services to augment and enhance a student's program within the regular educational setting - speech/language therapy, learning disability tutoring, assisted study, school adjustment counseling, adaptive physical education. Additionally, 79 students who either require a more specialized setting or whose handicaps are very severe were placed in collaborative or other settings outside of the Andover school system.

Andover has always been committed to special needs services of high quality delivered in the least restrictive setting. We have begun an intensive examination of our service delivery models, seeking always to maintain the caliber of service offered, but seeking ways in which we can maintain more students in regular class settings. This examination, "The Mainstreaming Initiative", has been designated as one of the system goals. Implementation will take at least five years.

The Mainstreaming Initiative is heavily dependent upon and dovetails with the other major system goals - curriculum revision, Paideia, school culture, the computer plan. This first year, the focus was on training and on the initiation of varied models to deliver in-class assistance and team-teaching. We are well launched.

Health Services:

School nurses and health aides provide programs and services designed to assist students in maintaining good health and to comply with Public Health regulations. Examples include vision and hearing screening, monitoring of immunizations and required physical exams, first aid and emergency treatment during the school day. Additionally, the health staff is frequently involved in Special Needs evaluations and in the Early Childhood Screening. Increasingly, youngsters with some major physical or health problems are joining our student ranks. Health personnel play an important role in assisting these students and in helping the teaching staff understand their strengths and physical limitations.

#### English as a Second Language:

Increasing numbers of students who have limited English proficiency are entering the Andover Schools. These are generally youngsters who move here, either temporarily or permanently, with their families. Small, but significant numbers of students seek entrance to Andover High School under the auspices of exchange programs, desiring a broadening experience as well as an opportunity to improve linguistic skills.

By the standards of our neighboring cities and towns, our numbers are small, approximately thirty-five students last year. Many of these are children whose native language is Spanish, but youngsters from Japan, Russia, Israel, the Philippines, and Germany have also joined our schools. Some students come with no English background while others have varying degrees of expertise.

For the first time, an ESL position was funded during the 1988-89 school year. Initially a half-time position, funding was increased during the school year to permit the addition of another half-time teacher. We anticipate an increase in staffing for the coming year and look forward to establishing a program which will provide support to incoming students and to the classroom teachers with whom they will continue to spend most of their time.

## READING /LANGUAGE ARTS

Theresa G. Murphy, Program Advisor

### Curriculum

AIRS, Andover's Integrated Reading System, is a language arts program which features consistent and continuous progress, mastery of skills and concepts, and, above all, one which fosters a love of reading and an appreciation of literature. AIRS has five reading skills components: Comprehension, Word Meaning, Structural Skills, Phonics, and Word Recognition; four literature components Individualized Reading, Literature, Speaking, and Listening; and four writing components: Capitalization/Punctuation, Grammar/Word Usage, Spelling, and Handwriting.

### Reading Revisions - Comprehension/Literature

In the summer of 1988 members of the reading department reviewed the recommendations made in a Massachusetts Reading Association position paper entitled "A Decade of Research in Reading Ten Findings That CAN Make a Difference in Classroom Practice." A plan for addressing each finding in the AIRS curriculum was developed. Three publications resulted. The first gave specific classroom suggestions for bringing research into practice. The second and third publications were Resource Guides for literature; one for Kindergarten through Grade 2, and another for Grades 3 through 6. The guides contain lists of recommended literature, including read-alouds; a checklist for Speaking and Listening; sample higher level thinking questions, and suggestions for parents. These resource guides were discussed at grade level meetings in each building in September. Teachers found the guides useful and the curriculum changes worthwhile.

During the 1988-89 school year, additional sets of literature books and all the read-aloud books listed in the literature guides were purchased. Both read-alouds and sets of books became the basis for monthly literature discussions, Paideia Seminars. The goal of the seminars was an enlarged understanding of ideas. When the purchase plan is completed in two years, elementary children will have read and discussed the best of children's literature in all literary genres.

For the second year, the transition from kindergarten to grade 1 was facilitated by a continuation of an interdisciplinary thematic approach to teaching. A stimulating unit entitled The Sea and Me provided the core curriculum for reading, writing, mathematics, science, social studies, music, and art. Children listened to stories and poems, "read from" charts, sang songs, wrote messages, made mobiles and mosaics, sorted shells, and graphed the weather. All these activities were related to the ocean.



Additional whole language activities continued throughout the year in kindergarten through grade 2. The stimulus for them came from two inservice courses conducted by staff members. Last spring Barbara Noga, West Elementary School 2nd grade teacher, and Nancy McMahon, a readiness class teacher at the Early Childhood Center, taught a well attended Whole Language course. Dorie Bicknell and Mary Cassidy, Media Specialists at the Early Childhood Center and South School, taught a K-2 literature course. Those who attended gained a greater understanding of whole language and literature-based early childhood programs. Funds were requested in next year's budget for the purchase of the exciting books teachers worked with in the courses.

We are looking forward to the spring of 1990 when Dr. John Savage of Boston College, who was a visiting professor in Australia, will conduct a course in Whole Language for Andover teachers. Dr. Savage's excitement about children's literature and his extensive knowledge and experience in teaching a literature based program will guide Andover teachers in planning the integration of Whole Language with AIRS.

### **Spelling Program**

Andover's Integrated Spelling Program, implemented in 1987, was well received by students and teachers this year. In response to a concern expressed by teachers the previous June, long-term memory of spelling words was tested quarterly. Students showing weakness in this area continue to review the words periodically throughout the year. As a result, post test scores in June were much higher than they had been the first year of the program. Both students and teachers noted the improvement.

The spelling program teaches the 3000 high frequency words which make up 97.6% of adult writing. As recommended in the research, the test-study method is employed; i.e., instead of studying all 25 words on the lists, students study those missed on the pretest. Students are also trained in proofreading in order to use the self corrected test procedure which research recommends. The exercises developed by the teachers give students practice in using the words in meaningful activities.



## Standardized Achievement Testing

In the spring of 1989 grade 5, for the 2nd year in a row, was given the Sequential Tests of Education Progress (STEP) battery. The fifth grade mean percentile in reading was the highest it has ever been (95) when compared to (93) the previous year, (92) in 1981, and (93) in 1980. In vocabulary and writing, the mean percentiles continued to be the highest possible scores that could be attained on those tests. The results of all three tests are shown on the chart below.

| Grade | Reading | Vocabulary | Writing |
|-------|---------|------------|---------|
| 5     | 95%     | 95 +       | 95 +    |

## Chapter I

Andover's Chapter I instructors in Bancroft, South, and West Elementary Schools have completed another year supporting primary classroom instruction by means of review and reinforcement of language arts lessons. Teaching small groups of children, 2-6 in a group, they help them achieve mastery of skills. Data derived from pre and post testing show exceptionally high gains in normal curve equivalents.\*

| Grade | Number of students | Normal curve equivalent gains |
|-------|--------------------|-------------------------------|
| 2     | 24                 | 35.1                          |
| 3     | 15                 | 14.4                          |

\*Normal curve equivalent is the statistical measure recommended by Chapter I for evaluation purposes.

## Stanford Diagnostic Reading Test (Grade 6)

The Stanford Diagnostic Reading Test was administered to all 6th grade students. The results were comparable to previous years; however, remarkably, again this year, a large percentage of students (26% as compared to 21% in 1987) scored beyond high school level, or more than six years above grade level. The chart below show the results.

| Number of students tested | Number and percent above grade level | Number and percent at 8.0 and above | Number and percent beyond high school |
|---------------------------|--------------------------------------|-------------------------------------|---------------------------------------|
| 353                       | 319/93%                              | 290/82%                             | 91/26%                                |

## Computer Scoring

The AIRS Mastery Management program for scoring reading comprehension tests by computer in grades 4 and 5 continued to be piloted at Sanborn School in 1988-89. Advanced software released by Houghton Mifflin in the fall of 1988 was used on the faster Apple II GS computers to score the tests and produce individual and group reports. The pilot will be expanded to all elementary and middle schools next year.

Newly revised booklets entitled AIRS for the 90's which contain the revised lessons, practices, and post tests, will be made available in the fall of 1989. Procedures for teaching reading as thinking, recommended in the research, have been incorporated in the teaching plan.

## Competency Testing

For the 2nd year, competency tests were administered in language arts. Kindergartners were assessed in 9 areas, grade 1-3 students in 9 to 12 areas ; and grade 4-6 students in 6 or 7 areas. In addition, pilot tests in Listening and Speaking were given to small groups of students in grades 1-5. These tests required the student to give an oral response to literature. The student listened to a piece of literature and answered the questions about it. They were required to analyze, synthesize, and evaluate the story they heard.

The result of the tests were exceptionally high in comprehension and literature skills which involved higher level thinking. Spelling and writing performance, areas of concern in 1988, were much higher this year. Spelling failures in grades 4 and 5 were reduced from 43% to 25% in grade 4 and from 45% to 27% in grade 5. Ninety six percent of the grade 4 students met competency standards in writing compared with 85% in 1988.

It is rewarding to see the dramatic impact that inservice courses in process writing have had on student performance in writing. We have been fortunate to have Jade Reitman, principal of South School, and Mary Ellen Gaicobbi, a protege of Donald Graves (University of New Hampshire), conduct workshops in writing for many of our elementary teachers.

## State Testing

In the spring of 1988 students in grades 4, 8, and 12 were assessed in the basic skills of reading, mathematics, and writing. As in the past, a high percentage of students passed the tests. The chart below shows the percentages in language arts.

| Grade | Reading | Writing |
|-------|---------|---------|
| 4     | 97%     | 96%     |
| 8     | 96%     | 99%     |
| 12    | 94%     | 98%     |

REPORTS FROM  
SCHOOL PRINCIPALS

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| <u>Elementary Schools</u>    | <u>Principal</u>       | <u>Page</u> |
|------------------------------|------------------------|-------------|
| Bancroft School              | Iora Alexander         | 49          |
| Early Childhood Ctr.         | Linnea Gershenberg     | 51          |
| Sanborn Elementary           | Eileen Woods           | 56          |
| South Elementary             | Jade Reitman           | 59          |
| West Elementary              | John A. Coyle          | 63          |
| <br><u>Secondary Schools</u> |                        |             |
| Doherty Middle School        | Dr. Richard F. McGrail | 67          |
| West Middle School           | William E. Hart        | 71          |
| Andover High School          | Wilbur G. Hixon        | 79          |





BANCROFT ELEMENTARY SCHOOL  
Iora J. Alexander, Principal

The 1988-89 school year was the first full year of the implementation of Andover's reorganization plan. The establishment of a four year high school and a middle school had been researched, discussed and planned over a period of time. As a result, Bancroft serviced a population of approximately 468 students with an average pupil/teacher ratio of 23:1. There were five first grade classes, four classes for each grade level two through five and two special needs classes.



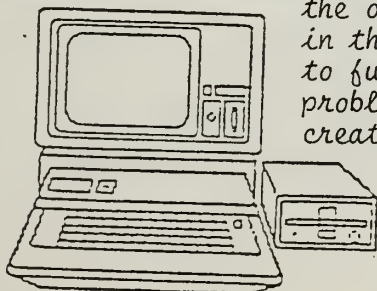
WELCOME

We welcomed the following people new to our staff; Dianne Connolly, Loft 1 - Elaine Driscoll, Loft 2 - Liz Cahoon and Karen Parker, Loft 5 - Sindi Weiss, Art - Leslie Kaplan, Music (part-time) - Alexander Gerus, Special Education Teacher, Nancy Smith and Marianne Hollingshead, Special Needs Aides, and Jeanne Herman, Nurse's Aide.

Bancroft opened its doors wide to a capacity crowd on September 29 for our Back-to-School Night. During the evening, parents were introduced to staff, grade level curriculum was presented, and special projects were discussed. Throughout the year special activities for parents and students were held, such as: New Parent Coffee, Volunteer Orientation, Computer Night, Pasta Supper, Parent/Grandparent Visiting Day, First Grade Parent Orientation, Family Picnics, to name just a few.

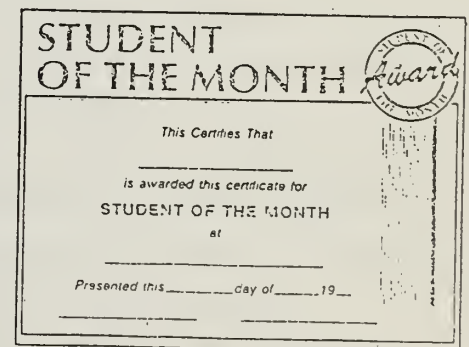
The Bancroft staff has continued to work together to build a strong school culture; to provide an environment that is pleasant to work and learn in, with an atmosphere of caring and cooperation. This, together with protecting the traditions that have been established over the years, has helped to build a school community with a strong feeling of pride. As part of our established tradition, we continued to focus on student recognition throughout the year. Our Student Council conducted our monthly general assemblies at which 282 students were recognized as Students of the Month, 227 as Triers Club Members, 38 received Presidential Academic Fitness Awards, 90 were recipients of certificates for their participation in the Continental Math League and Math Olympiad. In addition, numerous students were recognized for their achievements in physical education, music, and art.

This year at Bancroft students worked through Phase II of the systemwide computer plan. In addition to regularly scheduled sessions in our Computer Lab, all children had



the opportunity to use the computers in their classroom areas as a tool to further develop their skills in problem solving, critical and creative thinking, and work processing.

Computers have also been integrated into our science, math, and language art curriculum at various grade levels.

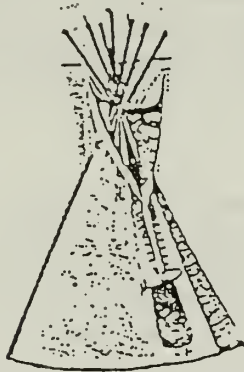


Our first graders hold the distinction of being the Class of 2000. This year they became very much involved in the study of water conservation displaying some of their work at Essex Agricultural School's Earth Day Celebration. The culminating activity for this project was a very animated presentation of "How Does Your Garden Grow". Heightened environmental awareness is an essential goal for the future leaders of our country.

A major goal this year was to provide the opportunity for all of our students to participate in seminars using quality literature. Parents, teachers, and administrators conducted Paideia Seminars enabling students to go beyond the comprehension of the text dealing with issues and ideas inherent to a selection.



Our Cultural Arts Committee used as their theme this year "For Spacious Skies". Folksinger Kim Wallach, storyteller Martha Rogers, poet Steven Ratiner, and artist-in-residence Joan Ellis worked with students at various grade levels throughout the year.



The children were again enthralled by stories told by birdman Richard Lucius and Manitook Indian representatives as they visited in authentic teepees set up on our school grounds. Funding for these special activities was provided by our P.T.O. and School Improvement Council. An Extended Learning Center was also established to provide teachers with materials to enrich their classrooms.

Through the continued efforts and dedication of our faculty, parents, and support staff, we were able to more fully realize our goal of providing an educational environment that is stimulating and challenging to each student at Bancroft in an atmosphere that is both caring and supportive. As we continue to work together, we appreciate the importance of our partnership with parents.



## EARLY CHILDHOOD CENTER AT SHAWSHEEN

1988-89

Linnea Gershenberg, Early Childhood Coordinator

The Early Childhood Center has completed five dynamic years of operation and has been busy clarifying goals for the future. The staff values their diversity of talents and interests as they work on such system-wide goals as the Integrated Primary Project, Mainstreaming, Paideia, and School Culture. Continuous assessment and group problem-solving are used in the classroom, teaching team and the Parent-Teacher Organization to seek the most effective ways to work together for the children.

### CURRICULUM INNOVATION

System in-service courses, the Math Their Way Pilot Project, the Integrated Primary Project, conference opportunities, and team teaching has provided excellent support for innovations in the curriculum. Dinosaurs and whales were two units that teams of teachers extended into shared learning centers for two and three classes. Staff have proposed many ways to expand thematic planning, team teaching, cooperative learning and informal assessment for next year. Assessment of whole language, Math Their Way, and writing process has been ongoing so that a balanced and developmental program is insured. For instance, children drawing is the focus of the writing process program, and children being read good literature is the focus of the whole language program. Thematic planning was evident in field trip choices, class-made books, visiting experts and specialists' activities. For example, the integration of thematic units, a range of developmental expectations, and children's own individual needs shaped the circus unit the two Readiness classes were involved in this year. The fourth annual Readiness play, "The Circus Mouse" reflects the direction in which developmental education at the Center is heading.



The children:

- studied the circus through literature, a trip to the circus, and the sharing of knowledge.
- worked on projects in class and at specialists that allowed the use of information gained, especially in learning centers.
- wrote a group story and turned it into a book.
- produced a play using the resources of the music, physical education, and art teachers.

The teachers:

- informally assessed the children for their involvement, how much they learned, and their performances; assessed the unit for how thoroughly it covered the targeted curriculum areas and how much the children learned.

#### MAINSTREAMING

The 420 children at the Early Childhood Center were served in one Early Childhood Integrated Class (3 and 4 year olds with and without special needs), 19 kindergarten classes, and 2 Readiness classes. All five and six year olds with special needs learned in regular classes with a varying amount of support from aides and specialists. The following is a summary of the early prevention and intervention services delivered to Andover's 3 and 4 year old population and Shawsheen students: SERVICES PROVIDED TO 3 AND 4 YEAR OLD CHILDREN:

The Resource Teacher provided 4 hours of consultation weekly to 4 nursery schools serving children on education plans, five workshops for parents and teachers of preschoolers, and consultations to nurseries and parents of preschoolers at risk.

The Early Childhood Team carried out monthly screening clinics for 3 and 4 year olds, 27 children received evaluations for special needs, and only 2 of the 27 are not receiving services. SERVICES PROVIDED TO THE SHAWSHEEN STUDENTS:

The Resource Teacher consulted with the 13 classroom teachers weekly to modify and plan activities for at risk children, worked directly with small groups of children 27 hours a week, and presented workshops for parents as well as activity packets for home stimulation.



## SERVICES TO SHAWSHEEN STUDENTS (Con't):

The Resource Teacher and Instructional Specialist met with the first grade teams on a regular basis regarding the previous year's at risk and special needs students to share ideas.

The Child Study Team met weekly to help teachers modify their program for at risk students or children with special services. There were 57 evaluations completed during the year. Forty-five are receiving services.

### SUMMARY OF RESOURCE TEACHER HELP TO AT RISK CHILDREN:

The Resource Teacher looked at children's scores on standardized screening instruments as well as informal teacher assessments in June, 1988 (pre-kindergarten screening), in November, 1988 (first report period), and June, 1989 (post kindergarten screening). Children are listed as being one or two years below the norm for children their age.

### SUMMARY OF IDENTIFIED SPECIAL NEEDS AND AT-RISK CHILDREN

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#### NUMBER OF CHILDREN SCORING 1 OR 2 YEARS BELOW ON SCREENING:

##### Developmental Areas:

|                   | <u>Language</u> |       | <u>Auditory</u> |       | <u>Visual</u> |       | <u>Fine Motor</u> |       | <u>Total</u> |
|-------------------|-----------------|-------|-----------------|-------|---------------|-------|-------------------|-------|--------------|
|                   | 1 yr.           | 2 yr. | 1 yr.           | 2 yr. | 1 yr.         | 2 yr. | 1 yr.             | 2 yr. |              |
| June, 1988        | 71              | 31    | 41              | 21    | 90            | 47    | 87                | 38    | 222*         |
| November,<br>1988 | 113             | NA    | 118             | NA    | 147           | NA    | 145               | NA    | 222*         |
| June, 1989        | 60              | 4     | 60              | 15    | 58            | 6     | 52                | 4     | 116*         |

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\* Children may be counted in more than one category.

Of the 116 students considered at risk in June, 1989, the following represents plans for next year:

|  |                                 |
|--|---------------------------------|
| Entering Grade 1                                   | 69                              |
| Entering Grade 1 with Language Arts Education Plan | 34 (include 7 in special class) |
| Kindergarten Repeaters                             | 4                               |
| Readiness  | 9                               |

A random sampling of 20 of these Special Needs or At-Risk students:

|   |                 |
|---|-----------------|
| Gains in Peabody Picture Vocabulary Test: | 1 year 6 months |
| Gains in Gessell Copy Forms:              | 1 year 2 months |
| Gains in Gessell Incomplete Man:          | 1 year          |

It appears that there are excellent gains made by children in our mainstream model. The number of children considered at risk dropped by almost 50% from November of 1988 to June, 1989. A sample of the children made gains of more than one year on standardized instruments. Since we have sample groups of children sent on to first grade before the mainstream emphasis, we plan to compare the progress of both groups over time.

#### COMMUNITY PARTNERSHIPS

In addressing invitations to our annual Volunteer Appreciation Tea, at least 25% of our parents have volunteered for every aspect of the program. Monthly parent education opportunities and frequent newsletters continue to be a major goal of the staff and Parent-Teacher Organization. This year an updated parent handbook was handed out for preschool orientation. Community outreach was accomplished through sending food and educational materials to local organizations as well as schools in Kentucky, Tennessee, and Uganda.

Grace Jamison's kindergarten classes went on a field trip to explore the Boston Garden area with two Lawrence classes. Art classes participated in many community sharing activities, including a session at the Senior Center, thanks to Dolores Dunning.

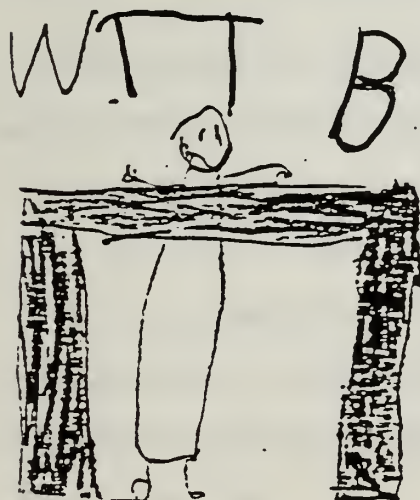
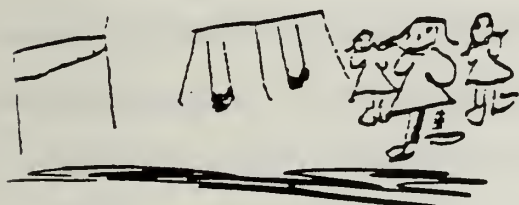
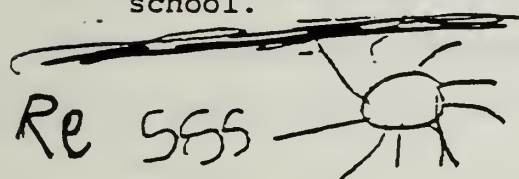
Candace Bachner completed a year long research project on volunteer grandparents and presented a proposal to the School Committee which will enable the successful Lowell program to train and monitor a volunteer grandparent program in Andover next year.

### FUTURE GOALS-

Classroom teachers and specialists are planning new ways to maximize thematic planning, team teaching, and learning centers. The well established Resource Center in conjunction with the Activity Center as theme room will provide stimulating learning centers around rotating themes. All classrooms will be able to use the theme room on a scheduled basis for enrichment, stimulation, team teaching, and cooperative learning.

Program assessment and improved student assessment will also be a major emphasis.

Because the Early Childhood Center is the first public school experience for families, we will continue to search for ways to enhance the working relationship between home and school.



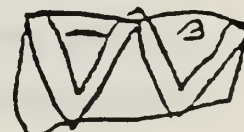
### TOGETHER WE GREW BY ....

- being nice to the teacher
- patting Megabunny
- playing at recess.
- reading to Megabunny
- looking at the caterpillars
- having a different teacher
- learning to be nice to each other
- by sharing
- looking at flowers
- helping people
- reading books to other people
- making friends
- bringing in show and tell
- going to Art, Gyn, Music and recess
- being nice to other people
- quiet writing and reading time
- painting
- free choice
- writing our books
- fish
- painting
- blocks
- watertable
- chalkboard
- clay



I like drawing  
pictures

I like hearing the  
letter Peppers poems



by Mrs. Pepper's classes



SANBORN ELEMENTARY SCHOOL  
EILEEN WOODS, PRINCIPAL

The 1988-89 Sanborn School year opened with a community welcome back picnic for the staff. The enrollment in September, 1988 was 340 and in June, 1989 was 341. Pupil attendance and effort remained high. Average daily attendance was 96.6%. Special Sanborn citizenship and effort letters were sent home throughout the year.

Staff decided to use a thematic approach to the teaching of all subjects. The theme for September-December was elections and American democracy. The January-June theme was oceanography. Highlights of the election theme were the Sanborn community read-a-long and the November visit of famous author, Jean Fritz. Jean Fritz told the children about her life and career as an author at a series of grade level assemblies. She autographed copies of her books and was interviewed at a literary luncheon. The oceanography theme was enhanced by the Museum of Science and Aquarium visits and the fourth and fifth grade involvement with Project Jason.

Andover's Computer Program was implemented at Sanborn with much enthusiasm by children and staff. The Computer Lab and computer stations in every classroom offered the children continued opportunities to become proficient in keyboarding, logo and word processing.

Process Writing continues to be a Sanborn initiative. Teachers have integrated the school themes into the writing process and into the disciplines of science and social studies. Staff members elected to visit other schools who have implemented process writing successfully.

All children have been involved in a number of Paideia Seminars. The Wednesday Revolution Pilot was done at grades one and four. At grade four the children read, discussed and wrote about Navajo Culture and Robert Frost works.



This was an outstanding interdisciplinary unit which involved music, art and outside speakers. The first grade read and discussed The Magic Fish and did an oceanography puzzle and made fish prints and chowder as a culminating activity.

The Sanborn Student Responsibility Model was implemented through a Commonwealth In-Service Grant which provided money for staff development and resource materials. An introduction to the program was a special visit from Dr. Thomas Lickona, a well known authority and author in the field of moral development. This was well received by parents and staff. Follow-up training sessions were conducted by Dr. Elsa Wasserman, who discussed the research and the solving of student issues through the use of circle and fairness meetings. These meetings have allowed the children participatory decision-making opportunities in issues that are important to them. This model will continue for the 1989-90 school year.

Enrichment activities were planned by the Sanborn Enrichment Team which were integrated with the election and oceanography themes. The Case of the Secret Ballot, the Sea Creatures, and the Mammals of the Sea were presented to all grade levels. Characters in costume made literature come alive for the children: Mother Goose, Laura Ingalls, and Ben Franklin. A catalog of enrichment materials was published for teacher use. Children participated in the Science, Language Arts, and Math Olympiad, a national contest which challenges children to think on a higher level in these areas.

One hundred eighty-eight students completed reading the twenty-five books necessary to complete the "Whale of a Tale at Sanborn" program from the Media Center. Each of these children had a fish with his or her name and the grade displayed on the wall, and eventually received a final prize of a certificate and Florida shell.

In the Fine Arts Program, the children participated in the Orff program under the direction of Carol Prasad. They presented an end-of-the-year musical on Oceanography. This was presented on family picnic day to an enthusiastic audience of staff, students, and parents. Instrumental Music and band were once again offered through the Music Department. The Art Department worked with various media throughout the year: sticks, wood shapes, paint, clay, foil, board, black magic, and many classes even went outside in the good weather for sketching and drawing.

The second grade presented many holiday assemblies in which each child had a speaking part.

Staff development was enhanced by teachers' attendance at In-Service courses, university classes, and conferences. Dr. John Savage came to share techniques of literary discussion and recommend appropriate titles. Ten Sanborn teachers attended the Johnson and Johnson Cooperative Learning Conference and shared their experience at a staff meeting.

Departing fifth graders were honored at an award ceremony on June 19, 1989. A reception with their families immediately followed.

The year ended with the leave of absence of Ruth Trepanier, a special needs teacher, whom we will miss.

Sanborn prides itself on its positive climate for learning and achieving. We continue to be grateful to the school community for its support and encouragement.

This report is respectfully submitted as my third annual report.

## SOUTH ELEMENTARY SCHOOL

JADE A. REITMAN

This was the year that South School celebrated the theme "Building Bridges Instead of Walls". The major activities and academic direction developed collaboratively by our standing committees was focused toward that end. Our many cultural events broadened the theme with a performances by mimes, puppeteers, folksingers, and authors.

The staff undertook a year-long sequence of training activities designed to develop an understanding of new techniques in the teaching of writing. With the use of Chapter 188, Commonwealth Inservice, and Cultural Collaborative grants, as well as PTO and school department funds, events included an inservice course, school visitations, intensive on-site training with a nationally recognized consultant of writing, two poets-in-residence, and workshops on cooperative learning and whole language techniques. Material purchases included support texts, Publishing Carts, funding for a school newspaper, and a bookbinding machine. Overhead projectors and projection screens were purchased for every classroom. We are well on our way to meeting all of our goals toward improving the teaching of writing at South School.

Through the combined efforts of the Enrichment Team, parents, and teachers, we concluded the year with a very

special day to "Build Bridges Instead of Walls". The school was transformed into a conference center and the students were treated to a variety of workshops throughout the day where they explored how they can build bridges to others who might be handicapped, poor, or of another race or gender. We all learned about prejudice, stereotyping, and tolerance.

This was the year of reorganization making South a school of five grades instead of six. With three rooms freed up we were again able to house, at least temporarily, art and music classes as well as a resource room for ESL (English as a Second Language) and Chapter I (remedial reading) classes.

The staff extended the regular curriculum in a variety of ways responding to the learning style and enrichment needs of the students. Faideia seminars were offered in every classroom. In these seminars the children were involved in lively discussions about fine literature. Many parents donated funds on the occasion of their child's birthdate to purchase additional books. Many students were involved in the Massachusetts Future Problem Solving program where they learned how to approach the solving of difficult environmental and social problems. Math Their Way and Math: A Way of Thinking techniques were used in many classrooms to enhance the concrete introduction to mathematical concepts. We began a pilot program using Math Their Way techniques exclusively with tremendous preliminary results. Computer education was firmly established throughout the grades.



This was the year we opened our new Computer Lab. Housing twenty-four computers and more than half as many printers, this attractively carpeted and air conditioned lab was visited regularly. Students continued their practice in keyboard skills, LOGO, and word processing on their one or two homeroom computers. We experimented with telecommunications and a Student Computer Aide program with excellent results.

This was the year that many improvements were made to the building. The major exterior doors were replaced with new steel doors. The annex hallway was entirely removed and replaced with a more permanent and attractive structure. Suspended ceilings were installed in all the hallways and the lights in the cafeteria were replaced with more efficient units. We completed a 3-year purchase plan for new cafeteria tables and the cafeteria curtains were replaced. The playground boasts two new pieces of playground equipment purchased by the PTO and a new South School sign, a joint gift from the graduating fifth grade class and PTO. The children are enjoying the new swings and slide and are proud of the sign with the new South School mascot painted on it.

The students continued to do extremely well on the basic skills and national assessments with averages well above the 90th percentile. Student attendance continued to be exemplary. Many students were honored by their faculty and peers on a quarterly basis for demonstrating improvement and

good citizenship skills, and for making outstanding contributions.

Many school and family traditions continued to be observed such as South on Wheels, Grade Four Family Squaredance, Valentine Parade, Sub Supper, Outdoor Education, Student Leadership and Responsibility, South School Specialists, grade level productions, and concerts. Some new traditions were begun including Math-a-Thon (the children raised \$7000 for St. Jude's Research Hospital) and class meetings.

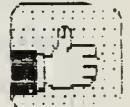
This was the year we welcomed Jo-Anne Coghlin at grade 2, Felicia Lazarakis at grade 3, Beth Orlando at grade 4, and Martha MacDonald at grade 5. We wished a fond farewell to Audrey Kenney (grade 5, retirement) Bob Littlefield (grade 5, transfer), and Mary Dustin (Noon Hour Supervisor, retirement). This was a tremendously rewarding year filled with collaborative purpose and progress.

## WEST ELEMENTARY SCHOOL

John A. Coyle, Principal

This is my tenth annual report as principal of West Elementary School. The year began with the change from a 1-6 grade school to a 1-5 grade school. This necessitated many internal changes because the entire building was reorganized in regard to the location of grades and special needs classes. It was the first time in many years that we were able to fully utilize the building because our enrollment dropped to 700 students. Projections indicate that student numbers will increase in the next four years.

There were two major improvements made to the building. The new section (1970 addition) was reroofed by the town. Playground equipment was installed by the West P.T.O. as part of an ongoing playground renovation project. An extensive building survey of space, structure, air quality, and maintenance was undertaken. West was found to be basically sound and relatively healthy as far as air quality. The major recommendations for future needs were considered to be cosmetic: painting, shades or drapes, some new lockers, minor electrical changes, and the reglazing of windows. The custodial and maintenance staffs have done a fine job over the years to keep the building looking good and functioning satisfactorily.



The heart of the school, however, is not bricks and mortar but the people who work and learn within the complex. The 1988-89 school year was one more in a long line of successful years, for our staff and students. A major thrust for the year was to increase the total school enrichment program to include all students. To accomplish this goal, the Enrichment Team used Chapter 188 funds to purchase manipulatives, books, and assorted materials. The



largest portion of money, time, and energy was devoted to developing a number of science enrichment boxes to be used at each grade level. The material provided invaluable to extending the SCIIS science concepts and delving into concepts not covered in the program but were of interest to students and teachers. Matt Stein, a consultant from the Museum of Science, made a presentation to each of the grades and this sparked a variety of projects at each grade level.



The students in grades two and three participated in the Continental Math League, and students in Grades four and five took part in the Math Olympiad. The students in grades four and five did an exceptional job and won many awards and certificates for their effort and knowledge. Another group of students participated in a project called "Stones and Bones" developed and presented by two parents, Janet Bloom and Dee Liffman. They began with an in depth study of geology (plate tectonics) presented by Bob King, a teacher at M.I.T., and followed through to the founding of Andover and the first settlers to live in this area. The students culminated this activity with dramatizations they wrote and presented to the student body.



A fourth grade class established Pen Pals with a class in Montana. They extended the project with the production of an excellent videotape entitled ANDOVER TODAY, which they wrote, taped and directed with the help of Miss Look, their teacher, and Mrs. Robinson, the media specialist. The tape included many historical landmarks, Main Street, and the beautiful environs of the community as seen through the eyes of a ten year old. It is the highest rated video in Montana.





There were collaborative ventures with the Lawrence Public Schools in the third, fourth and fifth grade classes. The students shared stories, histories of cultures, cooperatively worked in math and really began to have an understanding of one another. Mrs. Cullen, Mrs. Coltin, and Mr. Rapisardi were building leaders in this area.

The year of the presidential election gave rise to a study of the Constitution, the election process, mock debates, and a school wide election. Fifth graders helped first and second graders understand the process. They also provided the ballots, election central and the dissemination of results. West voted as the nation did.

The West School store became a cooperative with profit sharing for all of the grades. Under the direction of Miss Greene, the students ordered, sold, inventoried, and disbursed the profits to each grade level. It proved to be the most successful school store operation at West to date.

There were many other enrichment or co-curricular activities that were carried on throughout the year. These included peer-tutoring on computers: grades four & five with grade one; grades five & four with grade three; and grade three with grade one. There were Authors' Days at the various grade levels where children exhibited stories and books they had published Holiday programs were developed at various grade levels and presented to parents and other classes. The Andover Historical Society collaborated with the school on many occasions.



The students displayed their outreach capacity by participating in a number of activities to raise funds and materials for the less fortunate. They "Jumped Rope for Heart", and shot baskets for the Easter Seal Society. They collected over 3,000 items for Neighbors in Need. Valentine baskets were made for the Senior Citizens. They solved math problems for the St. Jude Hospital Fund which brought their two-year donation total to over \$20,000. They alerted the community and spread the word regarding water conservation techniques. They went on a anti-litering campaign. They proved themselves to be fine school citizens in and out of the classroom.

The West students were awarded for their efforts as over 95% of the student body received a certificate for effort, citizenship, most improved or general deportment (some received all four awards). More than fifty students received perfect attendance awards and over 40 fifth grade students received the Presidential Academic Fitness Award. Ahn Nguyen, a fifth grader, received the coveted Lillian Winn Memorial Award given to the student who has been selected as a person that is unselfish, caring, giving, and willing to go that extra step beyond everything she does.



The year concluded with the second annual fifth Grade Parent-Student luncheon. The highlight of this event was the magnificent "Fifth Grade Slide Show" which recapped the entire year for students, teachers and parents.

The one downside to the entire year was the retirement of two West Elementary teachers who combined to give the town and the children of West over 52 years of dedicated and appreciated service. Mrs. Claire Nicolosi (23 years) and Mrs. Gloria (Peg) Turgiss (29 years) retired in June.



DOHERTY MIDDLE SCHOOL

Dr. Richard F. McGrail  
Principal

The 1988-89 school year got off to an exciting start what with the official dedication of the Doherty Middle School. School Committee members, Central Office staff, parents, students, faculty and the school administration all participated in this event which culminated in a balloon lift-off.



DEDICATION OF DOHERTY MIDDLE SCHOOL

Now, as I look back on the year of transition, I have to be generally pleased with the results. The sixth grade students quickly adjusted to their new environment and, from all appearances, prospered in their new home. The sixth grade teachers let us know how happy they were to be here and, from what feedback I received, parents of sixth grade students were generally pleased with the results. All in all, I felt that our first year as a sixth-to-eighth-grade middle school went even better than I had expected.



The student council had a busy year under the direction of Mrs. Cupp who unfortunately has left us due to her family moving out of state. In addition to sponsoring the usual social events, they conducted one major fund raising activity which enabled them to take an active part in several community service programs. They also made it possible for many of our year-end student functions to be cost free or nearly so. Our leadership program continued to flourish and the academic bowl team tied for second place in the Merrimack Valley competition.



STUDENT COUNCIL OFFICERS

Our parents played an active role in our school community through their vehicle, the Parent Advisory Council. They sponsored a very successful presentation for parents of adolescents, financially assisted student projects, continued to serve as a sounding board for parents, and jointly sponsored with the student council a very fine staff appreciation day.



While the emergence of the middle school did attract much of the attention, other events were regularly occurring which drew attention to our school. Our students continued to excel academically. Our achievement testing in Grade 8 reinforced this subjective assessment. This seemed to be the year of mathematics at Doherty. Not only did our math team come in first place in the regional matches held throughout the year, but a select group of students competed on the state level and also earned first place. This victory resulted in Kevin Foltz and Mrs. Harol going to Washington D.C. for the national competition where the Massachusetts team did not win but did themselves proud.

For the second year in a row, a Doherty student earned first place in the Eagle Tribune Spelling Bee and represented the Merrimack Valley in the national contest in our nation's capitol. Last year the winner was Allen Soong, an eighth grader. This year, the winner was Max Soong, a sixth grader. Our congratulations to Max and to the Soong family.

In moving to a middle school, our faculty this year decided to put the emphasis on interdisciplinary units of study, i.e., projects involving several disciplines at the same time. Each team at all three grade levels carried out at least one project while some teams initiated several. This was our attempt to encourage the students to see the interconnection of the various subjects rather than the departmentalization. We feel a good start was made this year.

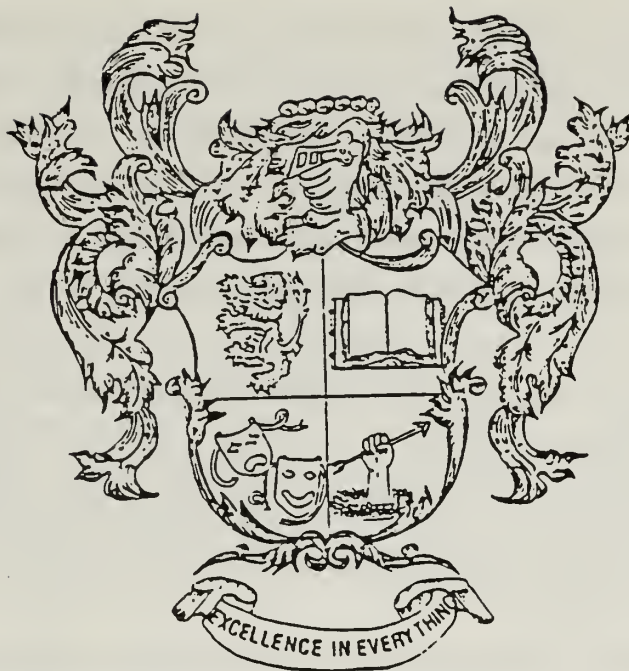
Unfortunately, not all that happened at Doherty this year was of a happy nature. We lost two of our most popular teachers to death in Ted Boudreau and Pat Leahy. Ted had taught in the school for thirty-two years and Pat for twenty-two. Both are the type of people who will be impossible to truly replace. Toward the end of the year, we had a tree planting ceremony honoring both of them. In addition, the Town and School Department declared June 14 Ted Boudreau Day. School field day activities took place during the day and, in the evening, our baseball field was officially dedicated to Ted. Although these deaths certainly put a damper on the school this past



STUDENT ACTIVITY ON TED BOUDREAU DAY

year, we all took comfort in the fact that we had known and worked with these two exceptional people.

Despite the above, it was our general consensus that the Doherty Middle School got off to a good start. We all look forward to a productive year ahead and a truly positive experience for all those students under our care.



ANDOVER WEST MIDDLE SCHOOL

WILLIAM E. HART  
PRINCIPAL

I hereby submit the twenty-eighth annual report as Principal of the Andover West Middle School and Andover West Junior High School.

Our theme for the 1988-1989 school year was "Focus On Middle School Concepts". The main focus of the 1988-1989 school year was the reorganization of the school system into a four year high school and the middle schools which include grades 6, 7, and 8. This change involved one-third of the staff and two-thirds of the enrollment. In spite of the enormity of the move, the staff, students and the community supported and assisted to a remarkable degree in order that the opening of the Middle Schools in September be smooth and orderly. The school system administrative staff established a timetable which highlighted the orientation of 5th and 6th graders as well as the parents and the community. A Student/Parent Handbook



was prepared which outlined in detail the policies, procedures, and practices at the Middle School. This handbook was distributed in August in order that detailed information on every aspect of the reorganization be available to the school community. We extend our compliments to the entire staff for the unselfish manner in which they participated in this endeavor.

During the summer of 1988 staff members from both Middle Schools formed a Task Force to highlight the Key Concepts of the Middle School, and developed an action plan for full implementation over a three-to-five-year period.

A ten-week Inservice Course was held in the fall which specifically delineated Middle School Key Concepts and was well attended by members of the staff and faculty of both middle schools.

Teaching teams made visits to recognized excellent Middle Schools, and also attended the New England Middle School conference held in Hyannis in the Spring. One of the Key Concepts, Interdisciplinary Units, was given top priority during the course of the year as this teaching approach integrates many of the other concerns paramount to the Middle School philosophy.

Our Inservice Days were invaluable as part of our staff development program. We focused on flexible scheduling, learning styles, and curriculum review. Also as part of our staff development program, we have greatly expanded our professional leave in order to give our staff and faculty the opportunity to attend conferences and workshops related to the Middle School. During the past year our staff has participated in Curriculum Development Workshops, Community Service



Workshops, New England League of Middle Schools Annual Conference, Mainstreaming, Unified Arts In the Middle School Conference, Diagnostic Teaching In Mathematics, Cooperative Learning Conference, New England Conference on A Drug Free Community, Comprehensive Health Education Workshop, Projecting a Positive Image Workshop, just to name a few.

We have emphasized the importance of our Orientation of elementary students. We have taken a number of steps in order that students and parents have a greater understanding of not only the Middle School philosophy, but the objectives of each program and the facilities available.

We have held a variety of events for our school community during the school year. They included a Family Cabaret Night in April which provided an opportunity for many of our students to demonstrate their special skills and talents. As part of our Orientation Program the 5th grade students and their parents were also invited to this evening of entertainment. We were sold out a week before the event, and the 5th graders were given an opportunity to see some of the opportunities awaiting them at the Middle School. We held our Annual Open House and Chicken BarBQue in May, using the "Salute To World Culture" as our theme. All of the departments and special subject areas used this theme to display and promote cultural awareness throughout the school and the community. The evening ended with our Musical Concert which presented music representative of countries throughout the world. As part of this Open House Program the 5th grade students and their parents from our feeder schools were invited to attend and we held an Orientation Program for them.

Our school has participated in the Greater Lawrence Student Leadership Program for the fifth consecutive year. The students selected "School Spirit Through Displays" as their project this year, and all classes were sensitized to the importance of these displays in the classroom as well as in the school corridor. The culminating act for participating school leaders was a visit to the State House, where local legislators presented some of their thoughts on how leadership skills are used to improve the quality of life in our communities.

This concept of collaboration was expanded by the school system as they worked in conjunction with the business community in a very successful "Partners In Pride Program" which highlighted the school programs for the entire community.

There was an overwhelming response to our Community Service work at the Andover Elderly Day Care Center. We were unable to accommodate all of our student volunteers. Those who did participate on a one month basis, without exception, were most positive toward this experience.



ANDOVER ELDERLY DAY CARE CENTER

Through a federal grant designed for Drug Free Schools, six staff members spent a week of intensive training at Newport R.I.. An outgrowth of these efforts was an expanded Activity Program throughout the school which was designed to involve the students in wholesome activities during the day. This was an addition to our "Something For Everyone" program, which allows students to have various activities after school hours during the school year.

We greatly expanded our enrichment program through field trips. Some of the trips were to the Computer Museum, Fine Arts Gallery, Science Museum, Salem Museum, restaurants, whale watches, Newbury sand dunes, Freedom Trail, etc.

We have also increased our collaborative efforts with the Greater Lawrence Schools in other ways. One of the projects have our 8th graders writing stories in Spanish and English and sharing them with the second graders at the Kane School in Lawrence. Also, students have jointly visited both French and Spanish restaurants as part of our enrichment programs.

The Greater Lawrence Collaborative Handicapped class continues to thrive in our school environment. The program has been expanded to the late afternoon, providing these students with a wonderful opportunity for physical development, crafts, and a variety of games. We look forward to even greater opportunities next year in making this after school program a model for other communities.

We are completing the second year of our Computer Program. We are pleased with the integration of computers into the curriculum, as well as the great demand by both students and staff to use the computer as a "tool".



The School Culture Committee was active in a number of areas this year. Of particular note was the "Chinese Cultural Week", which highlighted the culture of China through a Chinese New Year Celebration with special foods being prepared, and having a visiting dance group and a Karate group perform for the entire school. Beautiful artifacts were on display throughout the school--these were on loan from community members.

We held Scholars Receptions for our three grades in May to recognize the academic achievements of our students. Also, some of our students received special recognition from Dr. Seifert, Superintendent of Schools at a dinner held at Andover High School. They were recognized by the Boston Globe Art Awards, the Essex County Mathematics League, the Greater Lawrence Collaborative Academic Bowl Champions, among other things.



WEST MIDDLE SCHOOL SCHOLAR RECEPTION





1989 MERRIMACK VALLEY ACADEMIC BOWL CHAMPIONS



MATH LEAGUE AWARDS RECIPIENTS

The school publications, the West Side Story and the Memory Book were excellent examples of the journalistic, artistic, writing, and organizational skills of our students.

Our Parents Advisory Council has been very active this year. They provided our staff with a wonderful luncheon for Staff Appreciation Day. They have been very helpful in assisting us with working on Training Aids which enhanced our interdisciplinary program in the 6th grade (Voyage of the Mimi). We also received support in our Facilities Study, symposiums, and activities programs. The School Improvement Funds were used this year for cultural events, the purchase of a musical keyboard and an "Electronic Bookshelf", which is designed to promote reading.

We continue to upgrade the facilities during the year. A major renovation of the auditorium took place including painting of the walls and ceiling and the installation of a whole new set of stage curtains. In the near future we hope to completely upgrade the lighting and audio system in this area.

The first Final Assembly for Andover West Middle School was held on June 20th with a large number of students receiving awards, prizes and medals for their accomplishments. The community paid tribute to Miss Catherine Linehan, who retired after many years of service as a teacher in Andover.

This year of reorganization has provided a challenge and an opportunity for renewal and staff development. I am indebted to Dr. Kenneth R. Seifert, Dr. Lois Haslam, our parent group, and our loyal and dedicated staff for their support, enthusiasm, and encouragement during this time.

ANDOVER HIGH SCHOOL  
WILBUR HIXON, PRINCIPAL

House Government

The philosophy of responsibility is starting to emerge as a basic concept by the student body and the staff. In previous years, the House Government has passed legislation, but has divorced itself from the implications and the enforcement of its actions. It has dropped the implications and enforcement on the backs of the administration. Students and staff are beginning to realize that if a policy is to work, they have to play a vital role in its implications.

Two very good examples of this philosophical change are the "School Parking Policy" and "Let's Put Some Class in Our Classrooms" program. Continued growth in this area will result in a more democratic school, as it places a balance between rights and responsibility.

N.E.A.S.S.C. Accreditation

In preparation for the accreditation visiting team in October of 1990, the staff and administration have been preparing materials, attending workshops, forming working committees and having faculty meetings on this important project. Working with the staff and administration have been parents, students and members of the School Committee.

The School Philosophy and School and Community Reports have been presented and accepted by the faculty, the student body, and the school committee.

Our tasks for this next academic year will be to prepare, in detail, reports of every aspect of administration, counseling, curriculum, student activities, school records, etc.



### Smoke Free School

Smoking for students on school property was prohibited and staff can only smoke in a single designated area. This new policy (which becomes state law this September) has contributed to improved conditions in rest rooms and fewer discipline problems related to the old smoking area. More work has to be done with the staff and student body to bring about continued improvement in the rest rooms.

Students in violation of the no smoking policy were given the choice between a week's detention or going into the American Cancer Smoking Program, conducted by Mrs. Marie campobasso. Many students availed themselves of this opportunity and there were some positive results.

### Scheduling

This year we experimented with a flexible, rotating schedule in order to encourage staff to try different instructional strategies. We had hoped to encourage greater involvement in Paideia and Peer Coaching. This was done along with the promise that we would get faculty feedback on the results in the different disciplines and construct a schedule for 1989-90 that would meet the needs of as many academic disciplines as possible.

In April a scheduling expert, Edward MacNiack, put together a schedule incorporating as many of the suggestions as he could work in. The results are that we have increased the time allotment for lab sciences and have created double periods for physical education. Freshman English and Social Studies are scheduled back-to-back to allow for team teaching.

The rotating schedule was dropped, but may be brought back as it was popular with many staff members and with the student body.

### Student attendance

Our absenteeism this year increased over last year. If one looks at the last three years, in 1986-87 we averaged 75 students per day absent; in 1987-88 (new attendance policy) we averaged 58 students per day absent, and this year, 1988-89, we averaged 72 students per day absent. I feel that we as a school must



do better and the area that needs attention is making parents aware of the problem and the damage it does to the education of their sons or daughters and to other students. Of the five-and one-half percent absent, only two percent were not excused absences under our school regulations. I find it very difficult to believe that over 8018 students had legitimate reasons for being absent as their parents indicated in their contract with the school.

#### Reorganization

The hard work by staff and administration second semester last year paid off in a very smooth transition, not only for the new students but also the staff that was transferred to the High School. The results of the reorganization has brought about an increase in school spirit, involvement, and pride.

#### Assessment

Assessment instruments are now a part of each of the major disciplines. In some departments we are in the second year and are starting to develop meaningful norms. Inservice days and workshops have been very helpful in the development of these instruments.

#### P.A.C.

The High School Parents' Organization has been most active this past year, meeting monthly with the administration. They have given of their time to serve on committees such as school improvement, building evaluation, interviewing for the athletic director's position, recycling programs, drug programs, etc.

The organization, as part of its growing pains, experienced some internal problems but continued to be a very positive link between the school and the community.

#### Student Activities/Collins Center

One of the most rewarding gains made this year was the increase in student participation in school activities. The increase in the number of activities, both after school and in the

Collins Center during the school day, has definitely increased school spirit for both the students and the staff. Listed below is a list of student activities and events which were held in the Collins Center.

All School Dances (3) Average Attendance: 540

HOLLY BALL SEMI-FORMAL DINNER DANCE: 350 Students

CLUB SODA: DCS COMEDY NIGHT AND DANCE

CLUB COCA COLA: DANCE VIDEO SHOW: 570 Students

CASINO NIGHT: 300 Students

JR/SR PROM: 590 Students

9TH/10TH GRADE SEMI-FORMAL DANCE

HOMECOMING FALL FESTIVAL WEEK

SENIOR CRUISE BOSTON HARBOR

TALENT SHOW: 900 Students

BATTLE OF THE BANDS: 500 Students

SADD MOVIE/ICE CREAM SUNDAE NIGHT: 150 Students

AMNESTY INTERNATIONAL: AHS CHAPTER STARTED: 60 Students

SPECIAL SCHOOL DAY ASSEMBLIES: Colgate 13, Swinging Gates, Wright Brothers Seniors: Voter Education, ABC Black History Month, World Cultures Day, Self Esteem: Dr. Kerzner, The Connection, Pre-Prom Drug & Alcohol Assembly, Holocaust (9th Grade).

BAR B QUE BAND CONCERT: 300 Students

PRE-PROM FASHION SHOW: 150 Students

LIPSINC CONTEST: 150 Students

DRAMA: Fall: Inherit the Wind  
Spring: Oklahoma

COMPUTER DATING

SENIOR WEEK ACTIVITIES: Riverside Park  
Lunch at Weylu's  
Trip to Eastover in Lenox, MA  
Senior Slide Show

# COLLINS CENTER

## AUDITORIUM USE

## SCHOOL

### SEPTEMBER 1988

|      |                 |                                       |
|------|-----------------|---------------------------------------|
| 9/7  | Noon-3pm        | Dr. Seifert address to all teaches    |
| 9/8  | 8:30AM-9:30AM   | Freshman Assembly                     |
|      | 9:35AM-10:30AM  | Sophmore Assembly                     |
| 9/9  | 8:05AM-9:04AM   | Junior Assembly                       |
|      | 9:54AM-11:04AM  | Senior Assembly                       |
| 9/14 | 6:50AM-8AM      | Freshman parent orientation           |
|      | 2PM-5PM         | auditions for 3 Act Play              |
| 9/15 | 6:50AM-8AM      | Sophmore parent orientation           |
|      | noon-4PM        | auditions for 3 Act Play              |
| 9/16 | 9AM             | meeting and set up for assembly       |
|      | 10:20AM-11:20AM | High School Assembly for all students |
| 9/22 | 7:55AM-8:30AM   | High School House Meeting             |
| 9/28 | 7:55AM-8:30AM   | Class speeches                        |

### OCTOBER 1988

|       |                |   |
|-------|----------------|---|
| 10/5  | 7:45AM-9:15AM  | Seminar Groups - Counseling Dept.                   |
| 10/7  | 9:54AM-11:04AM | Voter Education assembly for Seniors                |
| 10/12 | 2:15PM-5PM     | Talent Show auditions                               |
| 10/13 | 12:45AM-2PM    | Counseling Dept. - U. Mass Presentation             |
| 10/14 | 9AM-5PM        | Set up of equipment and instruments for talent show |
|       | 7PM-11PM       | Talent Show   |
| 10/17 | 6:30PM-9PM     | Counseling Dept. - College Admissions               |
| 10/19 | 11AM-1PM       | meeting and set up for assembly                     |
|       | 1:15PM-2:10PM  | Pepsi Show Stars assembly for all students          |
| 10/20 | 8AM-9:04AM     | Social Studies assembly                             |
|       | 2:15PM-4PM     | meeting and set-up for health dept. assembly        |
|       | 7:30PM-9PM     | WBZ Drug Busters Program - Health Dept.             |
| 10/24 | 7:52AM-8:10AM  | Special Assembly - Seniors and sophmores            |
|       | 9:50AM-10:10AM | Special Assembly - Juniors and freshmen             |
|       | 6:30PM-9PM     | Personal Essay Workshop - Counseling Dept.          |
| 10/25 | 8AM-8:40AM     | High School House Meeting                           |

### NOVEMBER 1988

|                 |                   |  |
|-----------------|-------------------|--|
| 11/3            | Various periods   | Set-up and set building for 3 Act Play   |
| 11/4            | Various periods   | Set-up and set building for 3 Act Play   |
| 11/7            | Various periods   | Set-up and set building for 3 Act Play   |
|                 | 6:30PM-9PM        | Financial Aid Meeting - Counseling Dept. |
| 11/8 thru 11/10 | - Various periods | - Set-up and set building 3 Act Play     |
| 11/15           | Various periods   | Set-up and set building for 3 Act Play   |
|                 | 2PM-5PM           | rehearsals for 3 Act Play                |
| 11/16           | Various periods   | Set building - 3 Act Play                |
|                 | 2PM-5PM           | rehearsals for 3 Act Play                |
|                 | 6PM-9PM           | dress rehearsal for 3 Act Play           |
| 11/17           | Various periods   | Finishing touches to sets for 3 Act Play |
|                 | 2PM-5PM           | rehearsals for 3 Act Play                |
|                 | 6PM-9PM           | dress rehearsal for 3 Act Play           |
| 11/18           | 7:30PM            | 3 Act Play                               |
| 11/19           | 7:30PM            | 3 Act Play                               |
| 11/22           | 8AM-8:40AM        | High School House Meeting                |



# COLLINS CENTER

## AUDITORIUM USE

## SCHOOL

### DECEMBER 1988

|       |              |  |
|-------|--------------|--|
| 12/8  | 7:30PM-11PM  | Football awards assembly               |
| 12/9  | 8AM-9AM      | Fall High School Awards Assembly       |
| 12/12 | 9AM-10AM     | set-up and meeting for assembly        |
|       | 10:15AM-11AM | High Schhol assembly - Wright Brothers |
|       | 1PM-1:45PM   | Junior High Assembly - Wright Brothers |
| 12/15 | 2PM-4PM      | set-up and rehearsal for concert       |
| 12/16 | 8AM-9AM      | rehearsal for concert                  |
|       | 7:30PM-10PM  | High School Christmas Concert          |
| 12/20 | 8AM-8:40AM   | High School House Meeting              |
| 12/23 | 1PM-2PM      | Holiday Assembly for all students      |

### JANUARY 1989

|      |                 |  |
|------|-----------------|--|
| 1/5  | 8AM-8:40AM      | High School Assembly                         |
|      | 7PM-9PM         | Open House for 8th grade parents             |
| 1/9  | 6:30PM-9PM      | Counseling Dept. - parent assembly on PSAT's |
| 1/12 | 8AM-8:40AM      | High School assembly                         |
| 1/23 | various periods | Drama and chorus exams                       |
| 1/24 | various periods | Drama and Chorus exams                       |
| 1/25 | various periods | Music Dept. exams                            |

### FEBRUARY 1989

|      |                |                                       |
|------|----------------|---------------------------------------|
| 2/2  | 8AM-8:40AM     | High School House Meeting             |
| 2/3  | 7PM-9PM        | Health Dept. Project Charlie          |
| 2/7  | 9AM-11AM       | rehearsal for assembly                |
| 2/8  | 8:30AM-9AM     | Special Assembly - Black History      |
|      | 10:30AM-11AM   | Special Assembly - Black History      |
| 2/17 | 9:30AM-10:30AM | High School Assembly - Swingin' Gates |
| 2/27 | 6:45PM-9PM     | Counseling Dept. - Choice Not Chance  |
|      |                | set up - but cancelled                |
| 2/28 | 2PM-4PM        | Drama Dept. - rehearsal on stage      |

### MARCH 1989

|      |              |  |
|------|--------------|--|
| 3/2  | 7PM-9PM      | 8th Grade Parent Orientation                   |
| 3/6  | 8AM-9AM      | High School Assembly - SAC Speeches            |
| 3/6  | 6:45PM-9PM   | Counseling Dept. - Choice Not Chance           |
| 3/8  | 10:15AM-11AM | High School Assembly - Dr. Kursner-self esteem |
| 3/11 | 9AM-4PM      | Fine Arts Festival                             |
| 3/13 | 6:45PM-9PM   | Counseling Dept. - Choice Not Chance           |
| 3/16 | 2PM-4PM      | Drama Dept. - rehearsal on stage               |
| 3/17 | 8AM-9AM      | High School Awards Assembly                    |
| 3/17 | 2PM-4PM      | Drama Dept. - rehearsal on stage               |
| 3/20 | 6:45PM-9PM   | Counseling Dept. - Choice Not Chance           |
| 3/21 | 9AM-1PM      | set-up for Collaborative Concert               |
| 3/21 | 3PM-5PM      | rehearsal on stage for Collaborative Concert   |
|      | 7PM-9PM      | Concert - Collaborative                        |
| 3/22 | 8AM-8:40AM   | High School House Meeting                      |
|      | 2PM-4PM      | Drama Dept. - rehearsal on stage               |
| 3/23 | 2PM-4PM      | Drama Dept. - rehearsal on stage               |
| 3/27 | 7:30AM-11AM  | Drama Dept. - stage                            |



# COLLINS CENTER

## AUDITORIUM USE

## SCHOOL

### MARCH 1989 cont.

|      |               |                                  |
|------|---------------|----------------------------------|
| 3/28 | 1PM-2PM       | Music Dept. - rehearsal on stage |
| 3/29 | 7:30PM-9:30PM | Music Dept. - Band Concert       |

### APRIL 1989

|      |                 |   |
|------|-----------------|---|
| 4/4  | 2PM-4PM         | Drama Dept. - rehearsal on stage                  |
| 4/5  | 2PM-4PM         | Drama Dept. - rehearsal on stage                  |
| 4/6  | 5:30PM-7PM      | set-up and rehearsal for High School Fashion Show |
|      | 7PM-9PM         | High School Fashion Show                          |
| 4/7  | 10:15AM-11AM    | High School Assembly - Colgate 13                 |
| 4/8  | 6PM-11PM        | High School Art Auction                           |
| 4/10 | 6:30PM-8PM      | rehearsal for 4/12 Assembly                       |
| 4/11 | 9:09AM-9:51AM   | High School Assembly - class speeches             |
| 4/12 | 8AM-9:30AM      | High School Assembly - drug & alcohol abuse       |
| 4/18 | 9AM-1PM         | Drama Dept. - stage                               |
| 4/20 | 9AM-1PM         | Drama Dept. - stage                               |
| 4/25 | 8AM-8:40AM      | High School House Meeting                         |
| 4/26 | 7:45AM-8:30AM   | rehearsal on stage for 4/27 assembly              |
| 4/27 | 8AM-9AM         | High School Assembly - The Connection             |
|      | 9:09AM-11:04AM  | Mr. Collins - High School Assembly                |
|      | 2:15-3PM        | Senior Essays in mezzanine                        |
|      | 2:30PM-3:30PM   | rehearsal for Nat'l Honor Society                 |
|      | 6PM-9:30PM      | National Honor Society on stage                   |
| 4/28 | 9:30AM-11AM     | High School Assembly - World Cultures             |
|      | 11:57AM-12:39PM | Assembly on World Cultures in mezzanine           |

### MAY 1989

|           |                 |  |
|-----------|-----------------|--|
| 5/4       | 8AM-8:30AM      | Senior Class Meeting                           |
| 5/1 - 5/6 | all times       | set-up and rehearsals for High School Musicals |
| 5/5       | 8PM-11PM        | High School Musical - Oklahoma                 |
| 5/6       | 8PM-11PM        | High School Musical - Oklahoma                 |
| 5/11      | 10:30AM-11:06AM | Junior Class Assembly                          |
| 5/12      | 8AM-8:30AM      | High School House Meeting                      |
| 5/24      | 10AM-11AM       | Senior Class Meeting                           |
| 5/31      | 11AM-1PM        | Audio/Visual slide presentation set-up         |

### JUNE 1989

|      |                |                                       |
|------|----------------|---------------------------------------|
| 6/1  | 9AM-11AM       | Senior Class Slide Presentation       |
| 6/6  | 8AM-8:30AM     | Class Speeches - High School Assembly |
| 6/9  | 9AM-11AM       | High School Assembly - Prof. Scharf   |
| 6/12 | 8AM-9:30AM     | High School Assembly - awards         |
| 6/13 | 9:15AM-10:15   | Move-Up day - 8th grade assembly      |
|      | 11:06AM-1:25PM | Various meetings with 8 graders       |





